

Combined Guidebook
for the
First-Grade Program

Basic Readers • Curriculum Foundation Series •

THE NEW BASIC READERS

Curriculum Foundation Series

Grade One

BEFORE WE READ (Pre-reading activities)
WE LOOK AND SEE (First Pre-Primer)
WE WORK AND PLAY (Second Pre-Primer)
WE COME AND GO (Third Pre-Primer)
FUN WITH DICK AND JANE (Primer)
OUR NEW FRIENDS (Book One)
GUIDEBOOK FOR FIRST-GRADE PROGRAM

Grade Two

FRIENDS AND NEIGHBOURS (Book Two¹)
MORE FRIENDS AND NEIGHBOURS (Book Two²)
GUIDEBOOK FOR SECOND-GRADE PROGRAM

Grade Three

STREETS AND ROADS (Book Three¹)
MORE STREETS AND ROADS (Book Three²)
GUIDEBOOK FOR THIRD-GRADE PROGRAM

Grade Four

TIMES AND PLACES (Book Four)
GUIDEBOOK FOR BOOK FOUR

Grade Five

DAYS AND DEEDS (Book Five)
GUIDEBOOK FOR BOOK FIVE

Grade Six

PEOPLE AND PROGRESS (Book Six)
GUIDEBOOK FOR BOOK SIX

Grade Seven

PATHS AND PATHFINDERS (Book Seven)
GUIDEBOOK FOR BOOK SEVEN

Grade Eight

WONDERS AND WORKERS (Book Eight)
GUIDEBOOK FOR BOOK EIGHT

Think-and-Do Books (New Type Work-Books for the Basic Readers)

To accompany the Pre-Primers
To accompany the Primer
To accompany Book One

To accompany Book Two¹
To accompany Book Two²

To accompany Book Three¹
To accompany Book Three²

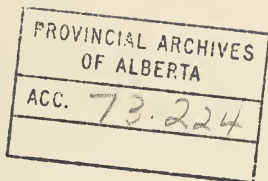
To accompany Book Four

To accompany Book Five

To accompany Book Six

To accompany Book Seven

To accompany Book Eight



Combined Guidebook *for the* First-Grade Program

BASIC READERS: CURRICULUM FOUNDATION SERIES

by

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Wendell MacRae

Essentials of a Sound Reading Program

Child Growth and Learning

A basic purpose of all good teaching is to promote the mental, social, moral, and emotional growth of boys and girls, to increase their physical well-being, and to develop balanced and stable personalities. In this connection effort is made daily to extend their experiences, to stimulate good thinking, and to broaden their interests.

In order to insure well-balanced growth, schools make use of every avenue of learning that is appropriate for the level of advancement of the pupils taught. From the earliest years of schooling, pupils engage in many types of learning activities, both in and out of school. For example:

1. They listen to the teacher as she tells them a story or a series of interesting facts.
2. They go on excursions and observe with care all that they see relating to the problems they are studying.
3. They listen to the radio and hear interesting stories and gain valuable information.
4. They look at moving pictures and follow eagerly the story presented on the screen.
5. They study pictures, maps, and other visual aids to learning.
6. They read widely, both for recreation and in an effort to find answers to their problems.



Through these and other activities, pupils may acquire new insights, broader interests, an inquiring attitude, and a wholesome outlook on life. As a result of carefully planned guidance, they may develop rapidly in ability to understand all they see, hear, and read and to react wisely to it. A broad foundation is thus laid for valuable and varied experiences at each stage of development.

Reading As an Aid to Child Growth

As a means of extending experience and promoting child growth, reading is of special value.



1. It makes the lives of children richer and more meaningful through the stories, descriptions, and records of the past that are available in their homes and in the school.
2. It enables them to satisfy valuable curiosities about people, animals and plants, strange regions, former times, distant places, famous men and women, inventions, etc.
3. It helps them to keep in touch with friends and to know what is going on in the community, state, and nation.
4. It enables them to secure material for fuller understanding and for use in solving problems, and helps them to learn how to act in new situations.
5. As a form of oral communication, it is a valuable means of informing, convincing, and giving pleasure to others.

For these and other reasons, reading has for centuries been recognized as a very important aid in the continuous mental and social development of children and young people. Furthermore, the fact has often been pointed out that the pupil who fails to learn to read is deprived of many of the pleasures and enriching experiences which all children should enjoy. Vigorous effort should be made, therefore, in all schools to promote the development of efficient reading habits among pupils.

Not all pupils, of course, can learn to read equally well. Furthermore, children often fail to acquire from the

printed page as clear and vivid concepts as they do through listening, observing, or manipulating things. It follows that different types of learning activities should be provided in a well-balanced curriculum and that boys and girls should become efficient in all of them, including reading.

Important Stages of Development in Reading

Careful studies of the progress of children as they learn to read show that they pass through a series of stages in becoming efficient readers. A stage of development is here thought of as a part of the continuous process of growth in reading interest, attitudes, and habits. Although the kinds of growth which occur in successive stages of development overlap to a greater or less extent, it is possible to identify certain stages that are characterized by strategic goals and by important pupil needs. For purposes of emphasis six stages of development in reading are recognized in this *Guidebook*:

1. The stage of preparation for reading, which is usually provided for in the kindergarten and early part of the first grade and which is commonly known as the pre-reading stage.
2. The initial stage of learning to read, in which pupils acquire increased interest in reading, a desire to find out what written and printed words tell them, and a sight vocabulary of fifty or more words.
3. The stage in which pupils learn to engage in continuous, meaningful reading of simple material and to acquire interest in independent reading. These goals are achieved usually by the end of the first grade or early in the second.
4. The stage of rapid growth in the basic attitudes and habits involved in fluent, accurate oral reading and a clear grasp of meaning in silent reading. This stage occurs typically in the second and third grades.
5. The stage at which experience is extended rapidly, and increased power and efficiency in reading are acquired. Such growth occurs normally during the fourth, fifth, and sixth grades.



6. The stage of refinement in reading interests, habits, and tastes. Such development usually occurs during the junior high school, the senior high school, and the college years.

In assigning the foregoing stages of growth in reading to specific grade levels, the fact is recognized that not all children progress at a uniform rate in acquiring readiness for reading or in learning to read. It is also recognized that some children require guidance for a much longer period than others in order to achieve progress in various phases of reading.

Essential Types of Training in Reading

Observations and the results of experiments show clearly that at least three types of training are essential in promoting rapid growth in reading:

1. Carefully planned basic instruction in reading.
2. Continuous guidance in reading activities in the various content subjects.
3. Wide provision for both directed and free recreatory reading in the classroom, library, and home.

Failure to make adequate provision for any of these types of activity may result in inefficient reading interests, attitudes, or habits.

Aims of Basic Instruction in Reading

The broader objectives of all reading activities are to extend the experiences of pupils, to deepen understanding, to broaden interests, to cultivate desirable attitudes and appropriate ideals, and to develop rich and stable personalities. In addition, basic instruction in reading is characterized by the following specific aims:

1. To awaken keen interest in reading and to stimulate a strong desire to learn to read effectively.
2. To provide for the orderly development of good habits of recognition both in oral reading and in silent reading.

3. To develop ability to interpret clearly and accurately the meaning of the passages read.
4. To develop habits of reacting critically to the ideas secured through reading and of reorganizing and applying them to new situations.
5. To cultivate the ability to read aloud effectively.
6. To cultivate strong motives for, and permanent interests in, diversified reading.
7. To elevate standards and tastes in the choice of books and selections read.



As the foregoing aims are achieved, reading aids in developing insight, in making the lives of readers richer and more meaningful, in developing social competence, in promoting a broad common culture, and in stimulating a growing appreciation of the finer elements in contemporary life. It also serves as an invaluable aid in the intelligent search for truth. As society grows more and more complex, efficient reading habits assume increasing importance in promoting individual development and in securing social progress.

Characteristics of an Effective Basic-Reading Program

To promote growth in reading, the kind of instruction that should be provided is of great importance. As a result of studies which have been made during recent years, the following characteristics of a valid basic-reading program have been identified:

1. It begins with training and experiences that stimulate interest in reading and prepare pupils to learn to read with reasonable ease.
2. It recognizes the fact that children who enter school differ widely in family background, intellectual maturity, and readiness for reading. Materials and methods of teaching are adjusted to their varying needs.
3. It provides for the development of appropriate reading attitudes and habits needed by each pupil, thus reducing to a minimum the need for corrective and remedial teaching.



4. It recognizes the close relationship between reading language, and thinking and provides regularly for the stimulation of clear thinking and for the increasing mastery of good language habits.
5. The reading activities provided are based on the belief that pupils can learn to read best by reading to achieve purposes that appeal to them as highly interesting and worth while.
6. The materials provided for the pupils to read are prepared in the light of the following guiding principles:
 - a) They harmonize closely with the immediate interests of the pupils and aid in developing new interests.
 - b) They are organized in terms of units that offer many interest leads.
 - c) They are so carefully graded and increase so gradually in difficulty that they present far fewer learning hazards than did the reading materials of former decades.
 - d) They provide frequent opportunity to reteach new words by introducing them repeatedly in different meaningful situations.
 - e) They aid the pupil in deriving meanings from the context, thus helping him to enlarge and enrich his meaning vocabulary and to secure new experiences through reading.
7. The methods of teaching used vary with the abilities and needs of the pupils and with the purpose for which they read.
8. Differences in pupil progress and ability are recognized and provided for through flexible grouping, individual guidance, and variations in the reading materials used.
9. The achievements and needs of the pupils are studied regularly, and continuous effort is made to provide needed help and stimulation.



The type of basic instruction to which reference has been made is conceived as a component part of a broad program of child development. It is accompanied and supplemented by systematic guidance in reading in all content subjects and by wide opportunity for recreatory reading.

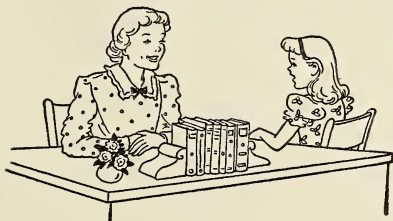
The Curriculum Foundation Series

The Basic Readers of the Curriculum Foundation Series have been organized in harmony with the principles outlined in the preceding paragraphs.

The table on page 12 presents a picture of the Curriculum Foundation Series. Based on a developmental concept of child growth, these six related series of books aim to initiate the primary-grade pupil into reading as a means of enriching experiences and satisfying interests and as an important tool of learning.

The Basic Readers teach the child to read as he engages in interesting, purposeful activities. The remaining books in the Series apply the reading ability thus acquired to learning in the content fields.

By preparing a program of materials carefully related in vocabulary and other factors, it is possible to introduce reading into all fields of the curriculum as early as the first grade. A systematic reading program permits the child not only to enrich experience through reading at this early stage but to learn how to read many types of material.



THE CURRICULUM FOUNDATION SERIES

GRADE THREE	BOOK 3 ²	<i>More Streets and Roads</i> and Work-Book	Teacher's Guidebook	<i>How Do We Know?</i> (Science) <i>Five in the Family</i> (Health) <i>Number Stories, Book Three, and Self-Help Work-Book, 3</i>
	BOOK 3 ¹	<i>Streets and Roads</i> and Work-Book		
GRADE TWO	BOOK 2 ²	<i>More Friends and Neighbours</i> and Work-Book	Teacher's Guidebook	<i>Hello, David</i> (Social Studies) <i>All Around Us</i> (Science) <i>Five in the Family</i> (Health) <i>Three Friends</i> (Health) <i>Number Stories, Book Two, and Work-Book</i>
	BOOK 2 ¹	<i>Friends and Neighbours</i> and Work-Book		
GRADE ONE	BOOK 1 ²	<i>Our New Friends</i> and Work-Book	Teacher's Guidebook	<i>Hello, David</i> (Social Studies) <i>Look and Learn</i> (Science) <i>Three Friends</i> (Health) <i>Number Stories, Book One, and Work-Book</i>
	PRIMER 1 ¹	<i>Fun with Dick and Jane</i> and Work-Book	Unit Card Set Pocket Chart	<i>Picture Number Chart</i> <i>Peter's Family</i> (Social Studies) <i>Good Times with Our Friends</i> (Health)
	PRE-PRIMERS	<i>We Look and See</i> <i>We Work and Play</i> <i>We Come and Go</i> and Work-Book	Our Big Book Speech Improvement Cards	Activity program for pre-reading and pre-primer levels as outlined in this Guidebook.
	PRE-READING	<i>Before We Read</i>		
		BASIC READING	AVAILABLE TEACHING AIDS	READING IN CONTENT FIELDS

Promoting Readiness for Reading

The Need for a Pre-Reading Program

In many schools throughout the country an effort is being made to teach all children to read as soon as they enter school. The results of tests and observations show, however, that children entering school differ in many respects, such as mental age, alertness, physical development, kind and range of experiences, and various personality traits.

Many pupils entering school need specific training that prepares for learning to read. It is essential to provide for such pupils a program of pre-reading activities purposeful in content and practical in application in order to develop and strengthen the abilities that are requisite for success in learning to read.

What Makes for Reading Readiness?

The facts mentioned above have attracted wide attention during recent years. As a result, many studies have been made to find out the kinds of development, training, and experience that make for reading readiness. Among the requisites for reading thus identified, the following are recognized as highly important:

1. A degree of maturity represented by a mental age of six or more and sufficient mental alertness or brightness to insure rapid progress in learning.



2. Good health and freedom from organic defects so that the pupil can give careful attention to various types of learning activities.
3. Sufficient social adjustment and emotional stability so that the pupil can enjoy group activities.
4. An adequate fund of ideas, or background of experience, to enable him to grasp the meaning of passages in early reading activities.
5. Sufficient facility in thinking to enable the pupil to grasp simple relationships, to perceive sequence, to organize ideas, and to engage in simple problem-solving activities.
6. Ability to understand readily and use fluently the vocabulary and types of sentences found in beginning-reading books, such as the Pre-Primers and Primer of this Series.
7. Efficient work habits which enable the pupil to follow directions and to concentrate on the activities involved in learning to read.
8. Sufficient sensory ability to insure accurate visual and auditory discrimination of words.
9. Adequate motor control to make the muscular adjustments involved in learning to read.
10. Keen interest in learning to read.

Experience shows that a child may be introduced to reading even though he is not equally well developed in all of the foregoing requisites. Exceptional ability in one or more respects may compensate for deficiencies in other aspects of development. In general, a child is ready for reading when his total development is sufficient to enable him to engage effectively in the various activities involved in learning to read. However, it should be understood that lack of ability in any of the elements that comprise reading readiness may retard *rate of progress* in learning to read.

Determination of Readiness for Reading

The following list of qualitative standards may be used as a guide in evaluating the attainments of pupils with respect to various aspects of development.

Physical Condition

1. Is physically alert, well nourished, rests well, and is free from handicaps of a physical nature.
2. Has good posture.
3. Has adequate ability to see and hear.

Social Adjustment

1. Works and plays easily with a group and respects the rights of others.
2. Is friendly and enjoys sharing experiences with others.
3. Assumes his share of responsibility and shows initiative.
4. Uses simple forms of courteous speech.

Emotional Stability



1. Is usually happy and cheerful.
2. Seems to enjoy school life.
3. Is free from strain caused by timidity, lack of confidence, fear, or worry.
4. Has pleasing, rhythmical, and distinct speech.
5. Is naturally pleased with success.
6. Is not easily annoyed.

Fund of Ideas

1. Talks freely about pictures and contributes anecdotes from his own experience.
2. Asks questions about new things.
3. Interprets pictures intelligently.
4. Has correct concepts about many common things.

Ability to Think

1. Has a feeling for sequence in relating stories.
2. Anticipates ideas and events when listening to stories.
3. Can classify familiar ideas reasonably well.
4. Can remember simple story items in sequence.
5. Grasps essential meanings in a sentence or short unit.
6. Can hold to a topic under discussion.
7. Is fairly concise and does not ramble in conversation.
8. Can make simple generalizations.
9. Can make up dialogue for dramatization.
10. Can memorize simple rimes easily.
11. Can answer questions directly and relevantly.

Command of the English Language

1. Has a speaking vocabulary broad enough to express simple ideas easily and accurately.
2. Desires to participate in discussions.
3. Uses varied forms of simple sentences.
4. Enunciates clearly and pronounces accurately the words he commonly uses.
5. Exhibits no infantile speech (baby-talk).
6. Speaks reasonably grammatical English fairly free of colloquialisms and foreignisms.

Work Habits

1. Is eager to work and gives sustained attention to work or play for a reasonable length of time.
2. Gives thoughtful attention when observing or learning about new things.
3. Works with reasonable independence on simple projects.
4. Understands and follows directions readily.
5. Knows how to handle books.

Sensory Ability

1. Has adequate visual and auditory acuity to distinguish similarities and differences in the forms and sounds of words.
2. Has adequate ability to distinguish the orientation of forms and the sequence of sounds in words.

Motor Habits

1. Coördinates eye and hand movements.
2. Can move eyes from left to right on a line of print.
3. Has reasonable amount of rhythmic sense.

Interest in Books and Learning to Read

1. Exhibits interest in signs and records.
2. Is interested in hearing stories.
3. Likes to look at the pictures in books.
4. Is curious about the meaning of symbols and tries to identify words.
5. Reads lines from memory or by using picture clues.
6. Makes up simple stories about a picture.
7. Enjoys stories told by sequences of pictures.
8. Can tell some stories and recite poems.
9. Asks to take books home and brings some to school.



In addition to observations in school and the study of available records, the teacher should become familiar with the pupil's home background. The nationality of parents, their interest in the school, and the economic status of the home may materially affect the pupil's physical condition, language habits, or attitude toward learning.

Experience shows that mental tests for young children are also of distinct value in determining which pupils are ready for reading. They predict with fair accuracy the progress which children will make in learning to read. The following tests, among others, have been found valuable for use near the beginning of, or during, the first grade:

Detroit Beginning First Grade Intelligence Test, Revised Edition, 1937. Yonkers-on-Hudson, New York: World Book Company.

Kuhlmann-Anderson Intelligence Tests. Minneapolis, Minnesota: Educational Test Bureau.

New Revised Stanford-Binet Tests.* Boston, Massachusetts: Houghton Mifflin Company.

Otis Group Intelligence Scale—Primary Examination. Yonkers-on-Hudson, New York: World Book Company.

Pintner-Cunningham Primary Mental Tests. Yonkers-on-Hudson, New York: World Book Company.

Furthermore, a number of reading-readiness tests have been developed and are now used widely. They aim to measure a series of abilities and attainments that collectively make for reading readiness. As a rule, such tests are more analytical and diagnostic than a general intelligence test. The following, among others, are now available:

Betts Ready to Read Tests.* Meadville, Pennsylvania: Keystone View Company.

Classification Test for Beginners in Reading, C. R. Stone and C. C. Grover. St. Louis, Missouri: Webster Publishing Company.

Gates Reading Readiness Tests. New York: Bureau of Publications, Teachers College, Columbia University.

Lee-Clark Reading Readiness Test. Los Angeles, California: Southern California School Book Depository.

Metropolitan Readiness Tests, G. H. Hildreth and N. L. Griffiths. Yonkers-on-Hudson, New York: World Book Company.

* Individual tests.

Reading Aptitude Tests, Marion Monroe. Boston, Massachusetts: Houghton Mifflin Company.

Reading Readiness Test,* M. J. Van Wagenen. Minneapolis, Minnesota: Educational Test Bureau.

Stevens Reading Readiness Test. Columbus, Ohio: American Education Press.

A single test or method of prediction should not be relied upon in determining whether a child is ready for initial instruction in reading. All available information should be considered. Furthermore, probable success in reading is dependent on the efficiency of individual teachers and the methods and materials used. In recognition of the latter fact, three levels of initial instructional material in reading, represented by the Pre-Primers, *We Look and See*, *We Work and Play*, and *We Come and Go*, are provided as a part of the Basic-Reading Program of the Curriculum Foundation Series.

A final test of reading readiness of an informal type is satisfactory progress in learning to read the first stories in *We Look and See* or in one of the other Pre-Primers.

Since the time that can be devoted to preparation for reading is frequently limited, great care should be exercised in selecting activities which will be meaningful to the children and which will contribute directly to the type of growth needed. In this connection the teacher should keep in mind that immature children, or those limited in background of information or in language ability, need an extensive program of *first-hand* experience. For such a program the alert teacher will utilize familiar experiences from the immediate environment rather than attempt to explore entirely new fields.

NOTE: These real and vital experiences may frequently be expanded and enriched by studying a picture, listening to a story, or similar activities. Although the teacher can not justify the use of indirect for direct experience merely because it is easier or more convenient, limitations of the local environment or lack of opportunity for individual first-hand experience may sometimes make such substitutions desirable.

* Individual tests.

Teachers should take full advantage of the opportunities to broaden the understanding of children through discussions of facts relating to the homes and families represented by the group. Children are interested quite naturally in the things their parents and brothers and sisters are doing. They are interested in each other's families and homes. Children should be led to share their everyday experiences and their pets and toys with others in the group. Neighborhood activities, such as gardening, farming, and transportation, may be close to everyday life, yet children often know very little about them.



Values of the Pre-Reading Program

The chief values inherent in a carefully planned pre-reading program are given below, and the major aims of such a program are stated and explained.

Developmental Values. The pre-reading program, including *Before We Read*, seeks to prepare children for their early reading experiences. The proposed activities have three major aims:

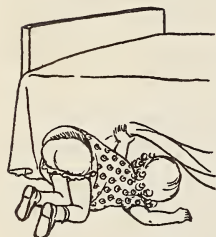
1. They attempt to develop those abilities which prepare pupils to recognize the *meaning* of the printed symbols found in early reading materials.
2. They develop and improve certain abilities that are necessary in *recognizing and remembering* the printed symbols found in reading materials.
3. They cultivate the attitudes and habits necessary in learning to read.

The abilities included under the first aim are developed by the procedures indicated below:

- a) *Enriching, extending, and clarifying concepts.* Discussions of the picture stories in *Before We Read* lead to free conversation involving past experiences. By taking part in these discussions, children broaden their own experiences and share what they know with other members of the class.

If a group discussion reveals lack of information about a subject on the part of one or more pupils, the teacher should provide activities that will overcome

this deficiency. For example, she may arrange a "toy-corner" for the children who have had little experience with toys. (For activities of this type see the introduction to each unit of *Before We Read* in the Lesson Plans in this *Guidebook*.)



- b) *Improving language abilities.* The activities of the pre-reading program also provide opportunity for pupils to develop a wide meaning and speaking vocabulary, to grow in ability to speak and understand simple English sentences, and to improve their pronunciation and enunciation. In addition, exercises are included which give practice in rapid comprehension and in the correct use of different types of words. For example, pages 33 and 34 of *Before We Read* aim to enrich and clarify the meanings of such prepositions as *on*, *under*, *above*, *between*. The use of these exercises should aid pupils to understand quickly and to express accurately ideas pertaining to the things they observe both in and out of school. Other exercises direct attention to errors in enunciation, pronunciation, and the articulation of sounds and provide corrective training. (See pages 7, 19, 35, and 47 of *Before We Read*.)

- c) *Promoting ability to think clearly.* Since reading is primarily a process of thinking, the pre-reading curriculum should provide training in keeping a series of events in mind and in perceiving the relationship of ideas when recalling familiar experiences, in selecting and organizing ideas for specific purposes, and in making judgments or drawing conclusions.

The use of the picture stories in *Before We Read*, the dramatization of these stories, and the making of friezes develop a grasp of, and a feeling for, sequence. (See pages 4, 8, 12, etc., in *Before We Read*.)

Abilities necessary in recognizing and remembering printed symbols, included in the second aim, are developed and improved by the following procedures:

- a) *Improving ability to detect quickly likenesses and differences in word forms.* One little line, for example, makes the difference between *c* and *e* and must be noted in order to recognize the words *cat* and *eat*. The difference between *n* and *h* is also slight but must be noted in recognizing *now* and *how*. To aid the child in making such visual discriminations, various exer-

cises are included in *Before We Read*. They require careful attention to contour of objects, to slight differences in form, and to visual perception of various kinds. (See pages 3, 5, 6, 10, 14, etc.)

- b) *Improving memory.* A good memory is of great value in learning to read. For example, a pupil needs good visual memory, or memory of how a thing looks, in order to build up a stock of sight words. (Exercises such as those on pages 2, 9, 13, 22 of *Before We Read* are especially helpful in this connection.)
- c) *Improving ability to distinguish accurately between sounds.* An example is to distinguish between the sounds in *man*, *can*, *pan*, and *fan*. Exercises in *Before We Read* provide practice in distinguishing slight differences in word sounds. (See pages 7, 19, 35, and 47 of *Before We Read*.)
- d) *Improving the coördination of eye and hand.* Activities, such as cutting, tracing, and coloring, are provided to give practice in following a line and in making precise hand and eye coördinations. (See pages 2, 9, 13, 22, 26, 31, etc., of *Before We Read*.)
- e) *Developing the habit of moving the eyes from left to right in recognizing words or in reading lines.* Very few pre-reading activities require a consistent left-to-right movement of the eyes, yet the child is supposed to start at once to read in the conventional direction. (See pages 3, 6, 10, 11, etc., of *Before We Read*.)



Cultivating right attitudes and habits in learning to read, as expressed by the third aim, includes the following:

- a) *Stimulating interest in learning to read.* The activities suggested in *Before We Read* by their very nature tend to stimulate a keen desire for, and interest in, learning to read. Such activities as the study of sequent picture stories, turning pages of a book, making records, observing signs and labels are of value in developing interest. The very fact that the child possesses his "own book" (*Before We Read*) at this level is of great value. To insure a gradual transition from objects and picture symbols to word symbols, the last few pages of *Before We Read* present a few printed words and their meanings. This last step heightens the child's desire to "read words," and introduces him to actual reading experience.

- b) *Cultivating good habits of attention and developing simple work technics.* The exercises in *Before We Read* provide practice in following directions, require sustained attention to work for a reasonable length of time, and develop simple work technics needed at once and later in using work-books and other materials.

Diagnostic Values. The diagnostic values of the pre-reading program, including *Before We Read*, are those of any informal testing program. A valid picture of a pupil's abilities and needs can be secured through the use of the concrete material presented in this book. The teacher should give special attention to those pupils who encounter difficulty. Their needs should be analyzed and the probable cause or causes of the difficulty identified. Developmental work should be planned, and additional steps taken to prevent reading disabilities.

To aid the teacher in making the wisest use of *Before We Read*, desirable procedures in using the material on each page are described in detail in the Lesson Plans on pages 28-97 of this *Guidebook*. Major activities and units of study are indicated. The lesson plans also suggest specific practice exercises for use in developing certain skills in which the pupils may be deficient. In addition, the content of *Before We Read* aids the teacher in surveying briefly the informational background of the children. If a group lacks information about a subject, the teacher may decide to select activities that will enrich that particular aspect of experience.

Certain pages of *Before We Read* are designed to develop work habits necessary in reading, such as following directions, studying pictures, etc. (See pages 6, 8, 11, 14, etc., in *Before We Read*.) Through the use of these pages the teacher may determine if pupils need more practice of a specific type.

Thus *Before We Read* provides a basis for determining the types of guidance necessary to develop readiness for reading with the greatest economy of time and effort.

Before We Read

Nature and Use of the Book

Function

Before We Read has been prepared to aid the teacher in planning an effective pre-reading program. The chief aim of this book is to provide a series of purposeful activities which by their very nature prepare pupils for reading. (See pages 19-22 of this *Guidebook* for a discussion of developmental and diagnostic values.)

Efficient use of the book

To secure full value from *Before We Read*, each child in the group should be equipped with a copy and should use the book under the *direct supervision of the teacher*. It is important for the teacher to keep in mind that *Before We Read* is different from the so-called silent-reading workbook, which is designed for independent use. The child who uses *Before We Read* needs help. The group-learning situation itself is new to him. Many children require careful guidance not only in habits and technics of work but in making the social adjustments necessary for effective work with other children.

The use of *Before We Read* should be supplemented by many activities that lead to the extension of experience and the clarification of concepts in various fields of interest.

The lesson plans suggest many activities that have proved practical and valuable. In this respect *Before We Read* aids in organizing a pre-reading curriculum adjusted to the needs of a particular group.

Organization of the Lesson Plans

The material in *Before We Read* is organized around six interest centres: Pets, Toys, Work and Play at Home, A Trip to the Farm, A Trip to the Zoo, and A Family Party. In this *Guidebook* the introduction to each unit suggests activities of a broad scope which may continue throughout the period in which the unit is studied. Many of these activities extend into other fields of the curriculum, such as music, art, social studies, health, science, and literature. The units presented in *Before We Read* are so representative of children's interests at this level that they should fit into the activities of a pre-reading curriculum, regardless of subject-matter fields.

Steps in the Lesson Plans

Because of the variety of exercises that may be included, the lesson plans for *Before We Read* are not presented uniformly for each day's work. However, the following procedures are most general:

Preliminary Development

The aim of the preliminary development is to prepare for effective interpretation of the picture stories or for successful work with the practice pages. During the preliminary development the teacher should aim to clarify concepts about familiar things and to encourage the proper use of known words as well as words new to the pupils.

Using the Book

This section of the lesson plan offers suggestions for guiding the detailed study and narrative interpretation of the picture stories, and for giving careful and clear directions for work to be done independently by the pupils.

Related Practice

Suggestions are given for additional activities which present many opportunities for promoting careful thinking and for building language power, as well as for developing the visual, auditory, and motor abilities needed in reading.

Correlated Activities

Following the use of the picture-story sequences, many activities, such as simple excursions, story-telling, and construction projects may be introduced. Often a picture story will provide a point of departure into other fields of study, such as science, social studies, and health.

Purpose and Procedure in Picture Study

Skill in interpreting pictures is becoming increasingly important as a means of securing pleasure and information. Adults today are exposed to picture magazines, cartoons, advertisements, movies, and many types of diagrammatic schemes for presentation of facts. Children are surrounded with picture books and read the funnies long before they enter school. Regardless of age or situation, the individual who can "read" pictorial material effectively has access to a vast world of new ideas.

Fortunately, even before the child enters school, he acquires some picture-reading ability. The beginning is made when the pre-school child first identifies a familiar object in a picture and points to it. He may even name the object represented by the picture.

Perceiving and recognizing the pictured object do not necessarily convey new ideas or facts. However, recognition may help to clarify a concept. Simple recognition is but the first step in learning to get new meanings. When a picture representing action is presented, sequential thinking is stimulated. For example, on seeing a picture of a boy who is running, a child responds by saying, "The boy is running." This type of picture interpretation is far above the level of just recognizing the picture of a boy.

When the child recognizes a picture or says "the boy," he *labels*. When he infers or says, "The boy is running," he *narrates*. In the latter instance the picture has told a story. The boy's picture did not move, yet the reader infers from the boy's posture that he is pictured as running. As soon as the reader makes such an inference, he is likely to express the idea in words by saying, "The boy is running."



Many children who enter school are still immature in this art of interpreting the action portrayed by pictures. Others have become somewhat proficient from having studied the "funnies" or picture books that tell stories by means of sequent pictures. Without a doubt, all children can profit materially from guidance in picture reading.

Before We Read presents two types of picture stories. Pictures that introduce units, such as those on pages 1, 20, and 40, present scenes that aid pupils in recognizing relationships and in identifying the central themes of the units. Pages containing from four to eight pictures present episodes in a story that has definite sequence and a climax (*Before We Read*, pages 4, 24, 32, etc.). Each episode is an inevitable outcome of the preceding one. The child who reads such a series of pictures has before him an orderly sequence of events and should soon acquire a pattern for thinking sequentially and for narrating stories.

The teacher should systematically guide the pupils in their study of pictures before she asks them to tell the story orally. The comments the pupils make during this preliminary study need not be in the form of complete sentences. Such a requirement would make the discussion unnatural and stilted and would discourage free and spontaneous conversation. One of the aims of *Before We Read* is to give practice in expressing ideas through the use of appropriate words. Talking about the picture stimulates thinking and aids in clarifying concepts and word meanings. Fragmentary sentences do not necessarily indicate inability to think but rather inability to express oneself well.

After a picture story has been fully discussed, attempts should be made to tell the story orally. At this point various levels of ability to use sentences should be noted:

1. Merely enumerating objects in isolation, as *a ball, a boat*.
2. Reporting in sentences what is seen but not attempting a sequential narration. For example, "There is a red ball," or "I see a red ball."
3. Using only present tense even though attempting a narrative. "Dick throws the ball to Jane. Spot jumps

up to get it," or "Dick is throwing the ball to Jane, and Spot is jumping for it."

4. Beginning the use of several tenses as required in story telling. "Dick has thrown the ball to Jane, but Spot is trying to get it. It looks as if Spot will get the ball."
5. Beginning to use more colorful and interesting sentences, such as, "One day Dick and Jane were playing in the yard. They were playing ball. Spot wanted to play, too, so he jumped for the ball when Dick threw it to Jane."
6. Beginning to infer conversational text from situations. For example, "One day Dick said, 'Come, Jane. Would you like to play ball?' Jane said, 'Yes, I will play with you.' So Dick threw the ball to Jane. Spot saw it and jumped for it. Jane said, 'Oh, oh! Spot wants to play, too. He will get the ball and run away with it.'"

The teacher should bear in mind that very few children in the first grade can be expected to adhere to any particular mode of expression, or to speak fluently and grammatically. The examples given above are submitted as general standards to keep in mind in studying growth in the command of language.



Unit I—Pets

Content of the Unit

The content of pages 1-6 of *Before We Read* is centred on the general theme "Pets." The picture story on page 1 presents Dick, Jane, and Baby with their pet dog, rabbit, and kitten. Page 4 presents a four-picture sequence telling a simple story about the children and their pets. The exercise pages (2, 3, 5, 6) draw their ideational content from the pet theme, presenting outline figures of pets, with opportunities for comparison, contrast, and further discussion. Page 7 is a test page which is described on pages 41-42 of this *Guidebook*.

Developing Readiness for the Unit

Before introducing the unit, encourage the pupils to tell about pets they have at home and how they play with them. Discuss different kinds of pets, care of pets, good times pupils have with their pets. Read or tell stories about children and their pets. Post pictures of pets on the bulletin-board.

Continuous Activities

The activities recommended in this section are broad in scope. They expand beyond those specifically related to any one page of *Before We Read*. Many of the activities suggested below may be carried on during any period of the day.

Having pets

If it is possible for pupils to have pets in the classroom, they may build pens or cages for them and help to take care of them.

Building a pet store

During periods allotted to such activities a miniature pet store may be built. Modelled, cut-out, or toy animals may be used. Cages may be made of paper.

Painting friezes

During the art and free-activity periods friezes of pet activities may be made for the classroom.

**Making
picture
collections**

Start collections, such as snapshots of children's own pets, magazine pictures of unusual pets, or pictures of pets doing tricks. As the children bring pictures, discuss them or place them on the bulletin-board. Appoint a child to take care of such contributions until the unit is completed. They may then be classified and pasted in a scrapbook to be placed on the library table.

**Dramatizing
episodes**

During language periods stories portrayed by pictures or read to the children may be dramatized. The children should make up their own dialogue.

**Learning rimes
and songs**

During the music period teach the pupils simple rimes and songs about pets.

**Hearing
stories
and poems**

During the story hour read stories and poems about pets. (See the Bibliography, pages 432-435 of this *Guidebook*.)

Introducing the Book**Presenting
the book**

Say to the pupils, "Today we will look at our first book. Each one of us will get one." Show a copy of *Before We Read*, holding it so the children can see the front cover.

"Here is the name of the book. It is *Before We Read*." Teacher indicates left-to-right progression as she reads the title. "From this book we will learn many things about reading. We will have fun looking at the book because it has many pictures and games in it."

**Introducing
the characters**

Point to the picture of Dick on the cover and say, "The boy's name is Dick." Say the name clearly and have the children repeat it. Then present *Jane* and *Baby* similarly.

Explain that in this family Dick is the brother, and Baby and Jane are his sisters.

"Today we will look at the book, starting on the first page." Indicate by opening book to show page 1.

"The first picture in our book shows us Dick, Jane, Baby, and their pets. One of the pets is doing something funny.

"Now I will turn to page 2. This is the second page." Explain that one looks on the left-hand side first when reading a book. Indicate the third page.

**Handling
the book**

"When I give you the book, turn the pages like this so you will not tear them." Demonstrate how to turn a page carefully from the upper right-hand corner. The first period may close with the teacher labelling each child's book with his name on the front cover.

Page 1

GENERAL AIMS: *To promote the ability to to grasp the main idea of a picture, to note details and see their relationship to the main idea, and to make inferences from picture clues; to improve language abilities and extend meaning vocabulary.*



Preliminary Development

Hold a copy of *Before We Read* so that all pupils can see page 1.

"Here is a picture that tells us about Dick and Jane and Baby. What are they doing?" Some children will note that Dick and Jane are playing ball; some will note that Baby is playing with her pet rabbit. Develop the idea that all three children are playing. Direct attention to the pets in the picture. Tell the children that the dog's name is *Spot* and that the kitten's name is *Puff*. Ask, "Why is *Spot* a good name for the dog? Why is *Puff* a good name for the kitten?" Direct the children's attention to the bird and the squirrel in the tree. Lead them to observe that these animals are not pets.

Using the Book

*Guided
picture
study*

Distribute the books and help the children open the book to page one.

"This picture shows many things happening at the same

time. Let us look at it carefully. What are Dick and Jane doing? Who threw the ball? Who is catching the ball?" Some children will make the observation that both Jane and Spot are trying to get the ball. "Baby is playing, too. Do you think she is happy? Why?"

Encourage all children to contribute ideas about the incidents shown in the picture.

**Narrative
interpretation**

After the picture story has been fully discussed, encourage individual pupils to tell the story orally. At first some children will give only short, broken statements, such as "red ball." Some will form complete sentences, as "Dick and Jane are in the yard playing with the ball." A few will see a connected story in the picture and give an interpretation such as the following:

"Once a little girl and a little boy were out in the yard playing ball. They had a dog and he was playing with them. Little baby sister was playing with her rabbit. Her kitten was there, too."

Other examples of levels of ability are described on pages 26-27 of this *Guidebook*.

Related Practice

**Enriching
the oral
vocabulary**

To extend and enrich the oral vocabulary, the teacher may again display page 1 and ask such questions as the following: "Name three pet animals in the picture. What animals in the picture are not pets?"

NOTE: Many children say *kitty*, *pussy*, or *baby cat* instead of *kitten*. Since such words as *pets*, *toys*, and *kitten* are common in readers, the children should use these words naturally in oral speech.

The use and meaning of common nouns, such as the following, should be clarified if necessary: *lawn*, *tree*, *branch*, *bushes*, *sister*, *brother*, *family*, *animals*, *pets*, *kitten*, *rabbit*, *squirrel*, *robin*.

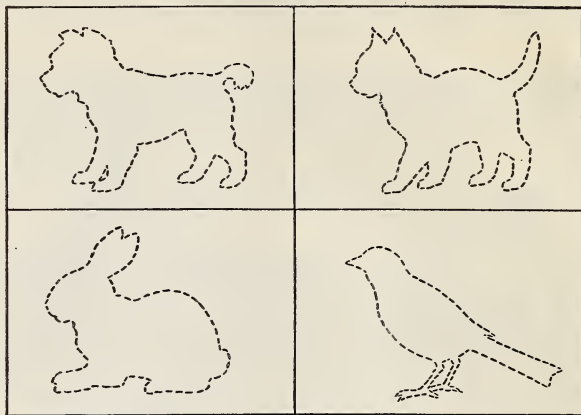
Correlated Activities

**Making
picture
collections**

Start collections, such as snapshots of children's own pets, magazine pictures of unusual pets, or pictures of pets doing tricks. As the children bring pictures, discuss them and place them on the bulletin-board or in a scrapbook.

Page 2

GENERAL AIM: *To develop the ability to coördinate eye and hand movements.*



NOTE: The broken-line sketches on this page represent a step toward abstract symbols. The pictures derive their interest value from the content setting of the preceding page.

Preliminary Development

Hold the book so that all pupils can see page 2 and say "On this page there are four pictures. Look at the top picture on this side. What kind of animal is this? (A dog.) Now look at this side of the page. What is this animal?"

"Now look at the bottom row of pictures." Pointing to the left-hand picture, ask: "What is this animal?" Repeat for the right-hand picture.

Using the Book

*Preparation
for tracing*

Distribute the books and help the pupils turn to page 2. "We are going to play a game with our fingers. Put your finger on the dog's nose. Try to follow with your finger the line of the dog's back until you get to the end of the tail.

"Go back to the nose and follow the line down the first leg to the foot and up the leg and down the second leg and up and across and down and up and down and up, until you get

to the tail again." Let the children practise this a few times before going on to the next picture.

Give similar directions for tracing the other three pictures. A child may be asked to close his eyes and identify the animal picture as the teacher runs his forefinger along the lines. Call attention to distinctive physical features that are kinesthetic aids to recognition, for example, the long ears and curved back of the rabbit and the bird's bill.

Tracing

Have the children trace the contours with a crayon.

NOTE: Observe handedness in connection with this work. The left-handed child will probably trace with the left hand, even though the exercise is demonstrated as explained above. Make an effort to determine which hand is naturally preferred and permit children to use that hand. Carefully examine the tracings to note the motor control revealed by the children's ability to follow the line.

Coloring

After examining the tracings, direct the children to color the animals with crayons of their own choice. Give directions for coloring lightly and with strokes generally from left to right and back. Note how closely each child stays within the lines in coloring.

NOTE: If either tracing or coloring reveals poor motor control, provide more work with figures of a simple type. Perhaps a larger size should be used with very immature children.

Related Practice

Eye and hand coördination

To give further practice in eye and hand coördination, have the pupils practise tearing out figures of animals from colored paper. These may be mounted on large sheets.

Provide hectographed or magazine pictures of pets to be cut out. Encourage the children to try to keep on the lines.

Extending meaning vocabulary

As preparation for number work, simple quantitative concepts may be developed by displaying pages 1 and 2 and asking such questions as these:

Which animal has the *longer* tail, the cat or the dog?

Which animal has the *shortest* tail?

Which animal has the *longest* ears?

Science concepts may be informally introduced in conversations. Discuss what the various animals are covered with (for example, *hair, feathers*); how they move (*hop, fly, climb*); what the sounds they make are called.

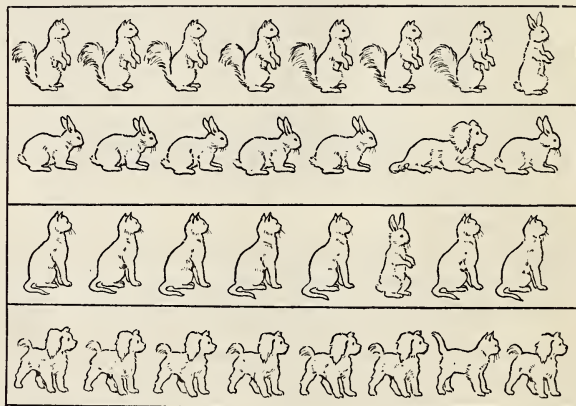
Correlated Activities

Modelling

During the art and free-activity periods encourage the children to experiment freely with clay or other modelling materials. Have pupils model clay animals, trying to create the proper curved and straight lines of their bodies in three-dimensional form. Use real models if possible and call attention to the differences in contour lines.

Page 3

GENERAL AIMS: *To accustom the child to the directional movement of the eyes in reading; to promote the recognition of gross similarities and differences in pictured objects.*



NOTE: This is the first page that requires visual progression from left to right along a line with a return sweep from the end of one line to the beginning of the next.

Preliminary Development

Put a row of objects on the table. Have the children count by touching each object from left to right. (If children are not being taught to count, have them merely touch the objects in left-to-right order.)

Next, direct the pupils to count with their eyes (to look at each object from left to right without pointing, as is done in reading).

Place one piece of colored chalk in a row of white pieces. Ask the children to find one that is "different" or "not the same as the others." Other objects may be used in order to give practice in using these terms.

Using the Book

Guided picture study

Distribute the books and help the pupils turn to page 3. "On this page there are pictures of animals in *rows*. They are all looking in the *same direction*."

"Look at the top row. Start here." Indicate the left-hand side of the row of squirrels. "There are many of the same kind of animals in the first row. What are they?"

"There is an animal in this row that is *different* from the others. Show it to me with your finger."

NOTE: The line under each row makes it unnecessary to introduce a marker to keep the eyes on the row. If children are learning rational counting at this time, the squirrels may be counted from left to right.

"Find the animal that is different in the next row." Similarly direct the study of rows 3 and 4, using in the directions the words *next row*, *last row*. "Let us look at the first row again. There are many in it." (Children supply squirrels.) "The squirrels are all alike, but the rabbit is " (Lead the children to use the word *different*.)

Independent work

"Let us draw a ring around the rabbit so we can see quickly that it is different." Wait until the children have carried out the directions for the first row; then allow them to do the other rows independently. Observe the children as they work and correct each child's work as soon as he has finished.

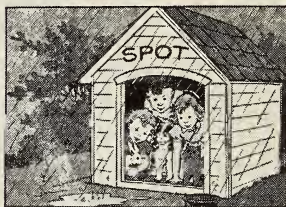
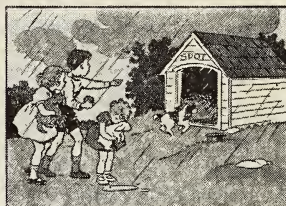
Related Practice

Establishing meanings

To establish the meaning of *alike* (or *the same*) and *different*, secure sets of matching pictures, all facing right. Place these in a row in the pocket chart. (See page 130 of the *Guidebook* for a description of the pocket chart.) Have the children close their eyes. Place one different picture in the row. Have the pupils find it. Remove it and repeat as often as desired. Encourage the use of the words *alike* and *different*.

Page 4

GENERAL AIMS: *To promote the ability to follow a sequential story pattern, to infer motives for the behavior of story characters, and to use sentences in oral interpretation.*



NOTE: This lesson is the first of a series of stories told by sequent pictures. In interpreting these stories it is necessary to read the pictures from left to right with a return sweep to the left-hand side of the page.

This story arises from the setting on page 1 of *Before We Read*. Each of the four pictures presents an episode which is a natural outcome of the episode in the preceding picture.

Preliminary Development

Display page 1 and have the pupils recall the picture story told on this page. Then show page 4 and explain that the four pictures tell a story of what happened to Dick and Jane and Baby and their pets after they had played for a while. Tell the pupils that the pictures are to be read like the "funnies." Indicate the order of progression on the page, pointing to the sections in the right order.

Using the Book

**Guided
picture
study**

Distribute the books and allow the children to scan the pictures and make comments freely before beginning the systematic study of each picture.

"Look carefully at the first picture. What is happening?" If necessary, ask such questions as, "What is Dick doing? What does he see? I wonder what he is saying."

Direct the pupils in their study of the second picture, bringing out the fact that it is now raining. Ask them how they know that the rain has started. Note the raindrops, and call attention to the fact that Spot is running to his house and that Baby is trying to protect her pet rabbit.

Direct attention to the third picture and ask, "Where are the children going? What is each one carrying?" Lead the pupils to enjoy the humor of the climax in the fourth picture.

Narrative interpretation

"Now we are ready to tell the story. Let's start with the first picture. A good way to start a story is to tell *when* it happened, *where* it happened, and *who* is in the story. You might start by saying, 'One day Dick and Jane and Baby were playing in the yard.'"

Have different children tell two or three things about each picture until the story has been told several times. Continue to help the children with guiding questions. It is not wise to make too many corrections of language forms while a child is speaking. The most desirable attainment is the use of complete sentences. Encourage the "is happening" type of style; for example, "Dick is pointing to a cloud," is preferable to the mere observational statement, "A cloud is in the sky. Dick points to it."

Correlated Activities

Learning songs

During music periods teach the songs, "Playing Ball" and "Summer Days," from *The Music Hour in the Kindergarten and First Grade*, by McConathy, Osborne, and others.

Studying the environment

An incidental value of the picture story on page 4 is the motivation for making observations of the weather during the science period. Records of such observations should be kept. For example:

1. A daily weather chart may be kept throughout the year.*

*For suggestions see *Science for Children*, the teacher's manual for *Science Stories*, W. J. Gage & Co., Limited, Toronto.

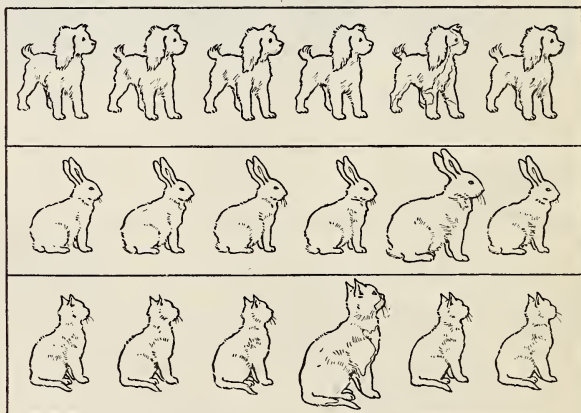
2. Experience charts may be made from time to time, especially on days that present unusual weather conditions.

3. Observations and records of seasonal changes may include studies of changes in animal and plant life, in length of days, in temperature.

4. For the purpose of developing concepts of seasonal change, leaves may be taken from a tree, pressed, dipped in paraffin, and placed in an envelope which has been dated. Later these may be compared with leaves as they appear in another season.

Page 5

GENERAL AIM: *To develop the ability to recognize likenesses and differences with reference to size and color.*



Preliminary Development

Before distributing the books, display page 5 and have pupils identify the three rows of animal figures as pictures of dogs, rabbits, and cats, all of which are pets.

Using the Book

Distribute the books and lead pupils to note that all but one of the pictures in the first row are alike, that one is different from the others in color only. Call attention to the fact that in the second row one rabbit is different in size. In the third row all but one of the kittens are alike, and that one is different in both size and color. Then ask the pupils to mark with a cross the animal in each row that is different.

Related Practice

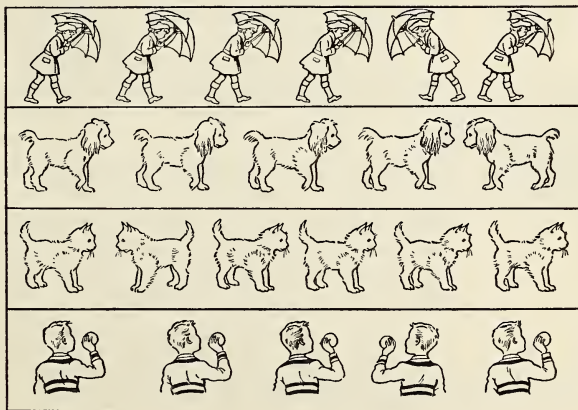
Making comparisons

To give practice in noting differences in size and in making comparisons, the following activities are suggested:

Arrange objects in pairs around the room—such as a big chair and a little chair, a big ball and a little ball, a big book and a little book—and have the pupils find them.

Page 6

GENERAL AIMS: *To promote facility in the directional eye movements used in reading; to develop the ability to recognize similarities and differences; to establish the idea and terminology of "left" and "right."*



Preliminary Development

The teacher may introduce the specific left and right concept with a preliminary lesson, using the pocket chart or the blackboard. Ask the children to raise their *left* hands and then have a child come forward and touch the left side of the pocket chart or the blackboard space allotted to this lesson. Then ask the pupils to raise their *right* hands and repeat the procedure described above. Explain what going *toward the right* means by moving the hand from left to right on the space allotted for the lesson. Have the group move their hands similarly.

Using the Book

Guided picture study

"Let us look at the first row of pictures. What do you see? Are all the girls going in the same direction? Put your finger on the girl that is going in a different direction.

"All the girls except one are going *toward the right*." Move finger underneath the line from left to right. "One girl is going in a *different* direction. In what direction is she going?

"Now cover with your hand the one that is going *toward the left*. Now all the girls look *alike*. The one that is *different* is covered up. Why are they all *alike* now?"

Guide the study of the second and third rows similarly.

In the fourth row have the pupils find the boy who is not using the same hand as the others and identify their *right* and their *left* hands.

NOTE: This lesson should not aim to change handedness in children who are naturally left-handed. Therefore, say that one boy is using his left hand, but do not imply it is wrong.

Have the pupils mark the figure that is different in each row.

Related Practice

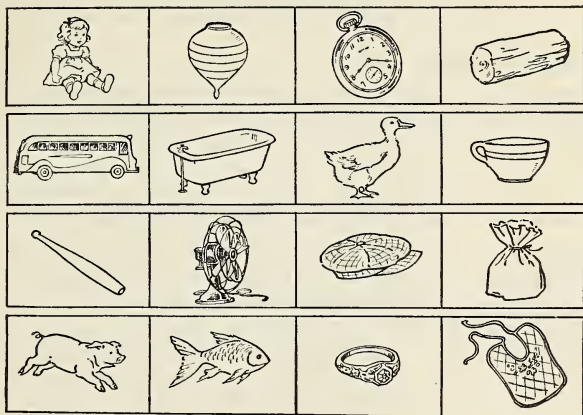
Establishing meaning

For practice on the meaning of going or facing "toward the left or right," provide each child with a set of hectographed figures, some going left and others going right. Have the children arrange the figures in two rows on their desks, those going left in one row and those going right in the other row. These figures may be placed in envelopes and used repeatedly.

NOTE: The material described above may be used with the pocket chart. The teacher may begin the lesson by setting up a row of figures going toward the right. While the children close their eyes, she may insert in the row one figure going toward the left. The children should find it quickly.

Page 7

GENERAL AIMS: *To test the ability to hear and articulate certain consonant sounds.*



NOTE: The names of the pictured objects in each row have a common vowel sound. In each row no two nouns begin with the same consonant sound, nor do any two end with the same consonant sound. All are words of one syllable containing a simple consonant beginning and a consonant ending, with a common medial vowel sound.

Preliminary Development

The teacher should tell the children the names of the objects illustrated in the four rows. To make sure the children are attentive, she may say: "The first picture is a *doll* (enunciating it carefully). Now let us all say it." The children pronounce it. "The next one is a *top*." The children all pronounce it.

The pictures represent the following nouns:

Row 1. *doll, top, watch (woch), log*

Row 2. *bus, tub, duck, cup*

Row 3. *bat, fan, cap, sack*

Row 4. *pig, fish, ring, bib*

NOTE: The procedure of having the pupils pronounce the word after the teacher provides an opportunity to imitate a

good model for articulating correctly all the sounds of a word. Accurate hearing and articulation are often closely allied. If the teacher articulates carefully, pupils will be led to note the correct pronunciation of a word they may have spoken in a slovenly fashion. This preliminary correction of a pronunciation will insure a more accurate test of *auditory* discrimination in the test that follows.

Using the Book

Preparing for auditory testing

The above procedure has prepared pupils to associate quickly a specific oral word with a picture. To familiarize them with the test procedure, the teacher should ask the pupils to listen carefully while she pronounces one word pictured in the first row. Then each child should point to the picture. Do the same for each of the four rows.

Testing auditory discrimination

Pronounce another word in each row and have the pupils mark a cross on the picture with a crayon. Check the tests immediately and keep a record of errors.

NOTE: Many teachers eliminate lip-reading clues by turning their backs to the class or having pupils close their eyes while the word is being pronounced. It may be wise to use this procedure for a second testing. The test can be used repeatedly merely by pronouncing another word in each row, by having the pupils use a crayon of a different color, or by having them use another type of response, such as a check mark or a circle around the picture. All test results should be entered on a permanent record card.

Testing speech habits

This page may be used individually as a test of each pupil's ability to articulate certain consonant sounds. Ask a child to name each row of objects. The teacher should note articulatory difficulties in order to plan corrective training.

NOTE: If pupils have difficulty in the correct production of speech sounds, the *Speech Improvement Cards* are recommended. (See pages 120 and 131 of this *Guidebook* for a description of the cards.)

Related Practice

Promoting language ability

Language games may be developed from page 7 of *Before We Read*. For example, have one child describe a pictured object on page 7 in terms of its size, shape, use, movements, or other distinctive features. Call on another child to identify the object; or have all the children point to the object described.

Auditory discrimination

All but one picture on page 7 may be covered. For example, leave the doll uncovered. The teacher pronounces a series of

similar sounding words, such as, *cot, lock, pot, doll*. When the pupils hear the right word, they may stand or raise their hands.

Supplement the above type of auditory training with games that develop the ability to identify differences in intensity and pitch of sounds. For example:

Tap once softly and once loudly. Ask if the first tap was soft or loud.

Play two notes on the piano. Ask if the first note was higher or lower than the second one.

Tap several times in rhythm, such as a hard tap and two soft taps. Have the children try to tap likewise.

Correlated Activities

Learning rimes

Teach nursery rimes which emphasize a sound by repeating it from line to line.

Dramatization

In dramatizations or language games, the pupils should imitate the sounds made by animals or things. For example, have different children give the sound made by a dog, puppy, cat, siren, clock, etc., and let the other children guess what is being represented.

Unit II—Toys

Content of the Unit

A new centre of interest—Toys—is introduced by the picture story on page 8. This picture sequence shows Dick and Jane choosing some playthings in a toy store. On subsequent pages (9-18) the toys seen in the toy store and those purchased by Dick and Jane are featured both in the exercise material and in another picture story (page 12).

Developing Readiness for the Unit

During conversation periods encourage the pupils to tell about their toys, where they keep them at home, what their favorite toys are, and how they got them. Each pupil may bring his favorite toy to school and tell the other children how he plays with it. The teacher may read or tell stories dealing with the unit theme.

Continuous Activities

In addition to the suggestions made in the lesson plans of this unit, many activities, broad in scope and continuous in nature, should be carried on by the group. Such activities as the following are interesting and valuable.

Planning a toy exhibit

Lead the children to suggest bringing to school unusual or interesting toys for others to see. Make plans for keeping the exhibit in order and caring for the toys, and provide for play periods.

Making toys

The interest in toys may be pursued during periods allotted to handicraft and construction activity.

- a) Stuffed toys may be made of cloth, oilcloth, or stockings.
- b) Cardboard cut-out toys may be made and mounted on sticks as simple puppets, or on bases that have spools for wheels.
- c) Potatoes and toothpicks or peanuts and toothpicks can be used to make animal and doll toys.
- d) Yarn may be used to make cats and dolls.
- e) Clothespin and corncob dolls may be dressed in paper clothes.
- f) Beanbags and a board, kites, puzzles, jumping-jacks, etc., may be made; milk-bottle caps may be used to make tops.

Repairing toys

Children may be asked to bring broken toys to school to be repaired.

Building a toy store

Have the children build a toy store with counter and shelves. Toys made by the pupils as well as those brought for exhibit may be placed there.

Collecting pictures

Suggest that pictures of toys be collected. Children who bring unusual pictures should be allowed to tell about them. Toy catalogues may be exhibited, and the pictures collected may be organized later into a scrapbook called "Our Toy Catalogue." Appoint a committee to care for all contributions until the unit is completed.

Learning songs and rhythms

Plan to teach simple rhythms and songs about toys. Some good examples are: "Whirl, Top, Whirl!" "Playing the Bugle," and "The Drum," in *The Music Hour in the Kindergarten and First Grade*; "The Top," in *Child-Land in Song and Rhythm*, by Harriet Blanche Jones and Florence Newell Barbour (Arthur P. Schmidt, Boston, Massachusetts).

Hearing poems and stories

Plan to tell or read stories to the pupils about toys and children's play activities. For suggestions see the Bibliography on pages 432-435 of this *Guidebook*.

Page 8

GENERAL AIMS: *To promote the ability to grasp the main idea of a picture, to note details, make inferences, follow a sequential story pattern, and use interesting, complete sentences in the interpretation of a sequential picture story.*



Preliminary Development

Have the children name and discuss their favorite toys. Encourage pupils to tell how they got their toys and have them describe visits they have made to toy stores or toy departments.

Using the Book

Guided picture study

Distribute the books and allow the children to study the four pictures and to make comments.

After a general survey of the story, return to the first picture for a careful study of details. Stress the italicized words.

Picture 1: Note how Dick and Jane are dressed for shopping. Dick has probably already received his *money*, and Jane is receiving hers. Ask what she may be saying.

Picture 2: Lead pupils to infer that Dick and Jane went to the *toy store* to *buy* toys with the money they had to *spend*.

Note that Dick is pointing at the dolls; so he must be talking about what Jane wants. Discuss the color of the dolls' hair and their dresses. Have pupils study the picture to locate all the following toys and to name them:

A blue chair (that a doll is sitting in), a toy automobile, a toy truck with red blocks in it, a basket ball, an orange-and-black ball, red and yellow blocks, a top, two toy bears, a toy sheep (or lamb), a toy rabbit, two drums, a toy elephant, a horn, a clown doll, and two other dolls.

Picture 3: Identify a box of balls, a toy (or hobby) horse, a doll, doll furniture—a rug, a dresser with two candlesticks and a dish, two chairs, a sewing kit—an engine, one yellow and one red car. Have children compare the doll in Picture 3 with the one in the green dress in Picture 2 to see if it is the same doll.

Picture 4: Study carefully to find out what Dick and Jane bought. After comparing Pictures 3 and 4, the children should be able to guess what toys were purchased. (The little doll with a green dress will appear again on page 12 of *Before We Read*.)

**Narrative
interpretation**

Have the pupils tell the story of the picture, guiding them when necessary. The general procedure and attainment levels described on pages 26-27 of this *Guidebook* should be observed.

Related Practice

**Language
training**

For language practice, play guessing games requiring a description of details in the pictures. For example, one child describes a toy by color, shape, size, and use, and the other children find it in the picture.

**Memory
training**

For memory training, have the children close their books and tell about all the toys they saw: what color the cars were; what color the dolls' dresses were, etc. Then have the pupils open their books to verify and correct their impressions.

NOTE: Further memory training may be provided by such activities as the following:

Expose for a few seconds two or three toys on a little table. Then cover the toys with a cloth and ask the children what they saw. Increase the number of objects until the children can develop a memory span of five or six objects.

Correlated Activities

**Hearing
stories**

During the story hour read to the pupils the story "A Penny to Spend," from *Sally Does It*.*

NOTE: In this book, *Sally Does It*, there are nineteen stories designed to be read or told to children at kindergarten, first-

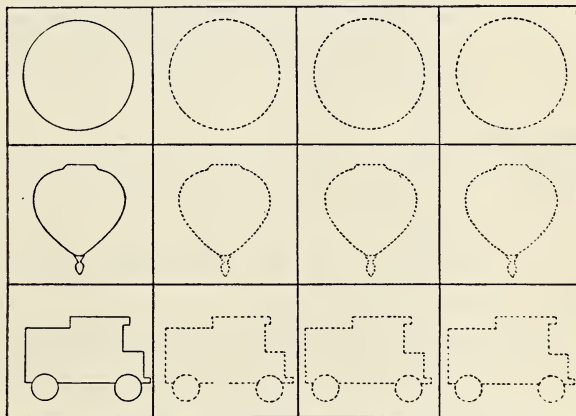
* *Sally Does It*, Dorothy W. Baruch and Elizabeth R. Montgomery. New York: D. Appleton-Century Company, 1940.

and second-grade levels. The heroine of the book is none other than Sally, the "Baby" of the Dick and Jane family, whose antics, ideas, inspirations, and impulses contribute color and humor to the Pre-Primers, Primer, and Book One of the Basic Readers of the Curriculum Foundation Series.

Sally Does It is an excellent collection of stories to have in classrooms for sheer entertainment and as a stimulus to language activities. It will tie in directly with the Basic Pre-Primer and Primer stories, since several of these stories are adapted from this book.

Page 9

GENERAL AIM: *To promote the ability to coördinate eye and hand movements.*



Preliminary Development

Display pages 8 and 9 and say: "Look at this page again (page 8). Can you find a *red* ball in the toy store pictures?

"Do you see it on this side of the book?" Indicate right-hand page. "Put your finger on it. It is *red* here, too. What shape is it?" (*Round.*)

"Now look for a *blue* top in the toy store." Have the pupils find the top on page 8 and note that it is *blue* on page 9, too. Identify the yellow truck similarly.

Using the Book

Preparing for independent work

"A ball is easy to draw. Let us practise with our fingers. Put your finger here." Indicate the left side of the broken-line drawing of the ball at the immediate right of the colored circle. "Now trace around the ball with your finger." Then have the children trace around the other two broken-line figures of balls.

Similarly, have the children trace over the broken lines of the top, commenting on the need for care in tracing the point of the top. Ask: "How many wheels has a truck? How many do you see in the picture? What shape are the wheels? Yes, they are round, just like the ball. That is the way the ball looks when we can see only one side of it. The pictures of wheels and of balls look about the same."

Independent work

Have the children pick out from their crayon boxes the three colors to be used. Direct them to trace around each figure first and then color it lightly from left to right. Inspect each child's work to note the degree of eye-and-hand coördination exhibited by the tracing and by his ability to stay within the lines when coloring.

Related Practice

Clarifying meanings

To clarify the meanings of the words *spin* and *whirl*, show other things that can be spun like a top; for example, a paper plate.

Describe how a ball *rolls* along the floor, and explain the difference in *throwing a ball*, *bouncing a ball*, and *tossing a ball*. Show pictures.

Compare the different kinds of roundness represented in toys. Have pupils handle real toys, such as balls, drums, etc., to sense the differences in the *roundness* of the various objects.

Show other things that are round like a ball, round like a plate or a wheel, and round like a drum.

Motor training

To give practice in coördination of eye-and-hand movements, supply the children with cardboard patterns of toys to trace and color, or hectograph outlines of toys to be colored.

Recognizing colors

To develop recognition of the different colors, hold up colored objects or place them on the blackboard tray and ask such questions or give such directions as, "What color is this paper? Find something yellow. Find something that is the same color as this." Distribute squares or circles of colored paper and have the children organize them in columns—one color to a column.

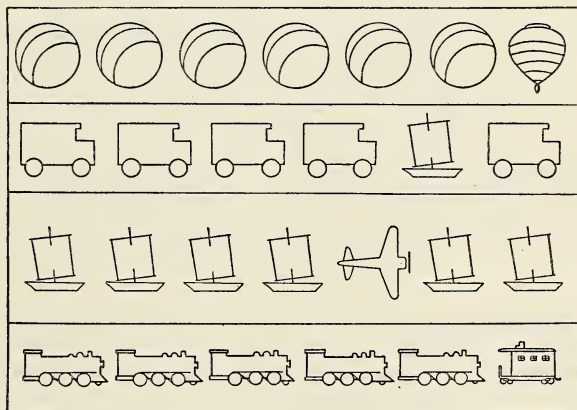
Correlated Activities

Nature-study trips

On nature-study trips from the schoolroom, the children's attention should be called to the colors in the trees, fields, gardens, and landscapes. Have them especially notice the colors in leaves and flowers, and make a collection of leaves for a scrapbook. Pictures in such a scrapbook may be labelled by the teacher "a yellow maple leaf," "a red maple leaf," etc.

Page 10

GENERAL AIMS: *To promote facility in the directional eye movements used in reading; to promote the ability to discriminate between likenesses and differences in contour.*



NOTE: The idea of general classes of objects is introduced on page 10: A top and a ball can both go *around*; but the top *spins*, and the ball *rolls*. A truck and a boat can both *go*; but the truck goes on *land*, and the boat goes on *water*. A boat and an aeroplane can both *go*; but the boat goes on *water*, and the aeroplane goes in the *air*. An engine and a caboose are both *parts* of a train; but the engine is at the *beginning* of the train, and the caboose is at the *end*.

Preliminary Development

Place on a table a ball, top, toy truck, boat, aeroplane, and engine. Encourage pupils to tell how each toy can go.

Using the Book

Guided picture study

Row 1: Say, "In the first row I see things that can go around. Start here to look at them." Indicate left-hand side, and look at the whole row of pictures. "Are they all *alike*? Put your finger on the one that is *different*." If pupils can count to seven, have them find out "how many things are alike."

Row 2: "Everything in the next row can go. They are *alike* in that way. What is different in this row? How is it *different* from *trucks* in the way it goes?"

Row 3: "Everything in this row can go, too. Put your finger on the one that is different. What is it? Yes, and the ones *alike* are boats."

Row 4: "The last row shows parts of a train. What part of the train is this?" (Engine.) "The *engines* all look". (Alike.) "The *caboose* looks". (Different.) "The engine is in what part of a train?" (Beginning or front.) "The caboose is in what part?" (The end or last part.)

Independent work

Give directions to the children to draw a ring or frame of red, blue, or yellow around the thing that is different in each row.

The rows of objects may be colored if desired.

Related Practice

Generalizing

To give practice in making generalizations, classify toys in such respects as:

toys that can go
toys that make a noise
things that go on land

toy animals
toy people
toy machines

Comparing

See page 35 of this *Guidebook* for suggestions for using pictures in the pocket chart. Use toys instead of animals.

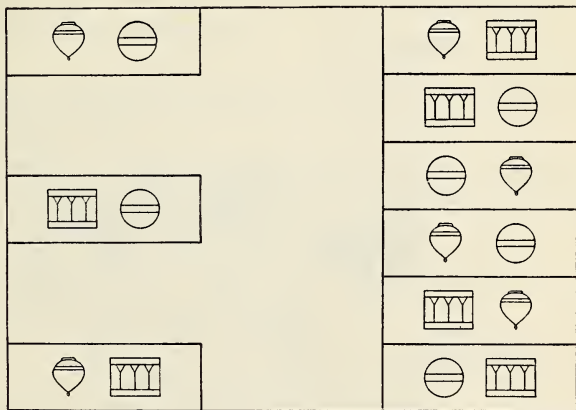
Correlated Activities

Having a toy exhibit

Start an exhibit of mechanical toys in preparation for pages 16, 17, and 18 of *Before We Read*.

Page 11

GENERAL AIMS: *To promote the ability to recognize similarity in a series of pictures. (The tendency toward complete reversals, illustrated by the confusion of words on and no or saw and was, is tested in this lesson.)*



Using the Book

Have pupils name the toys in the top picture at the left of the page. Call attention to the sequence of positions. Then have pupils study the pictures on the right side of the page and find a picture exactly like the first one on the left side of the page. Direct them to draw a line from left to right connecting the two pictures that are *alike*. Repeat this procedure for each of the other pictures on the left-hand side of the page.

If figures are considered large enough, have the pupils color the matching pairs of pictures.

Related Practice

Recognizing similarities in a series

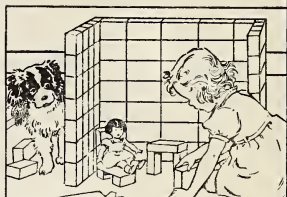
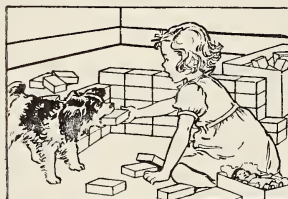
To give practice in the recognition of similarity in a series, provide cardboard or hectographed profile figures of toys that go. Direct the children to place the figures on their desks so that they are all going toward the right.

Similarly, provide pictures of two kinds of toys. Direct the children to make a series of two on the left side of their desk and a matching series on the right side directly opposite the first series. For example:

a car and a boat a car and a boat
a boat and a car a boat and a car

Page 12

GENERAL AIMS: *The aims are the same as those listed for page 8. (This story provides ideational background for the pages which follow.)*



Preliminary Development

Have pupils survey the four pictures and lead them to discover that the doll is the one Jane bought in the picture story on page 8.

Using the Book

Distribute the books and encourage pupils to discuss the story sequence as represented by each picture.

Narrative interpretation

Keep in mind the standards of excellence for story-telling given on pages 26-27 of this *Guidebook*. Notice what progress pupils are making in command of sentence forms, in ability to follow a sequence, and in noting details in the picture

Correlated Activities

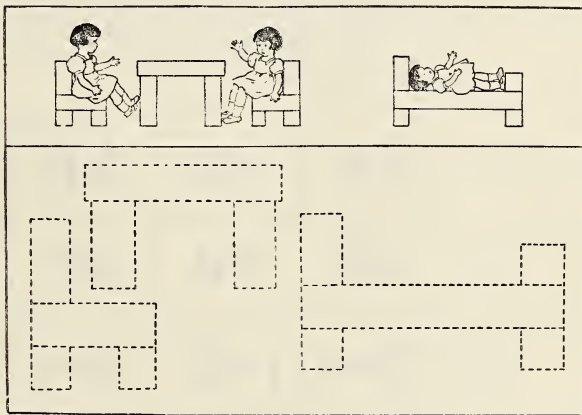
Construction activities

If interest is shown in dolls and doll houses, the industrial-arts period may be devoted to making doll houses from cardboard or wood. Log-cabin types may be made with clothespins.

If the children are interested, provide a doll to be kept in the schoolroom. Have the children make a chair and a bed for the doll from blocks, boxes, or crates. Curtains and rugs may be added to the doll corner.

Page 13

GENERAL AIMS: *To promote visual and kinesthetic ability, or the ability to coördinate eye-and-hand movements. (The forms on this page resemble letters, but they have specific ideational content drawn from the picture story on page 12.)*



Preliminary Development

Guided picture study

Recall that on page 12 Jane was playing with blocks. Display page 13 and say, "On this page we can see some doll furniture that Jane made." The child should recognize the top row as doll-house furniture made from blocks. Notice that the figures are dolls. Use the terms *head of bed* and *foot of bed*, and locate each by the *head* and the *feet* of the doll.

Using the Book

Distribute the books and stimulate further comments about the pictures in the upper section of the page. Then have each pupil trace the outlines along the dotted lines, first with his finger and then with a pencil. The teacher may trace the forms with each child's index finger while he closes his eyes and identifies each piece of furniture.

Correlated Activities

Construction activity

If blocks are available, let groups build houses and furniture, using toys to carry out any desired story theme.

Page 14

GENERAL AIMS: *To test the ability to detect differences of a reversal type in groups of figures resembling two-letter words. (Page 11 tested only complete reversals, such as occur in the confusion of no and on. This page introduces internal reversals, as illustrated by the difference between the first and second groups in the first row of figures.)*

hh	dh	hh	dh
hT	Td	dT	hT
Th	HT	Th	Th
Hh	Hd	Hh	dH

NOTE: In each row the first picture is the model to be matched. Notice the heavy black line that separates it from the others. Each row contains one completely reversed group and one internally reversed, as well as one matched group.

Using the Book

Guided picture study

Say to the pupils, "Look at the top row of pictures. There are four pictures in this row. Each picture has how many chairs? Look at the two chairs in the first picture of this row. Now put your finger on the other picture in which the chairs are turned just the same way." Study the last three rows as directed above. Do not call attention to the reversals but ask pupils to look for the picture that matches the first one. Have the children go back and mark the matching pictures independently. Check the work carefully, keep a record of the errors made, and provide additional practice as needed.

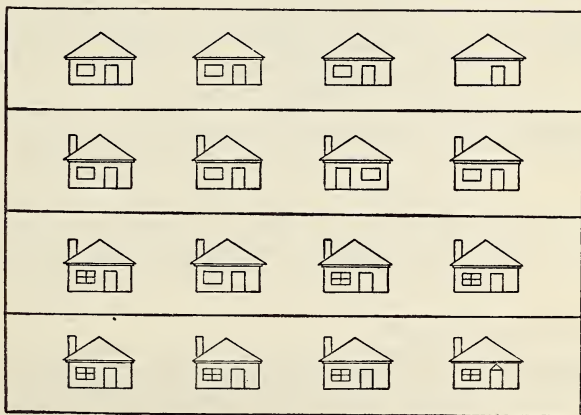
Related Practice

Noting position of objects

To develop the habit of noting the position and orientation of objects, make sets of four cards for use in the pocket chart. Arrange them in the pattern of page 14 of *Before We Read*. Have a pupil take out the first card in a row and match it to the one that is *like it*. Be sure to include one completely reversed pair and one internally reversed pair. Use profile pictures of cars, trucks, engines, boats, etc.

Page 15

GENERAL AIM: *To promote the ability to identify similarities and differences in internal detail.*



Preliminary Development

Draw on the blackboard a simple outline picture of a house such as is shown on page 15. Call attention to the chimney, pointed roof, window, and door, and have pupils name and point to each.

Using the Book

Guided picture study

Call attention to the first house in the first row. Bring out the fact that the house has a *door*, a *window*, and a *pointed roof*. Proceed to the right. Lead pupils to discover that one house has no window. Say, "It is not *like* the other houses. It is *different*. It has no window at all."

Call attention to the fact that all the houses in the second row have a *chimney* and that it is on the *left side*. Call attention to the positions of the window and the door in the first house. Then lead pupils to discover the house that is not like the others in this row and describe how it is *different*. In like manner guide the study of the next two rows of pictures.

Independent work

Direct the pupils to draw a ring or frame around the house that is different in each row. If desired, let them color the ones that are alike, using only one color for each row.

Related Practice

Memory training

On the blackboard draw a large house with windows or doors and a chimney. Have the children close their eyes while the teacher changes a part of the house. The children are to discover what change was made.

Matching pictures

Use pictures for matching games either in the pocket chart or on the pupils' desks. Introduce a difference into one picture. For example, one toy engine or truck may have a different kind of window. A toy, such as a drum or a ball, may differ as to internal design. The pictures of toys appearing on pages 10 and 11 of *Before We Read* may be used for patterns.

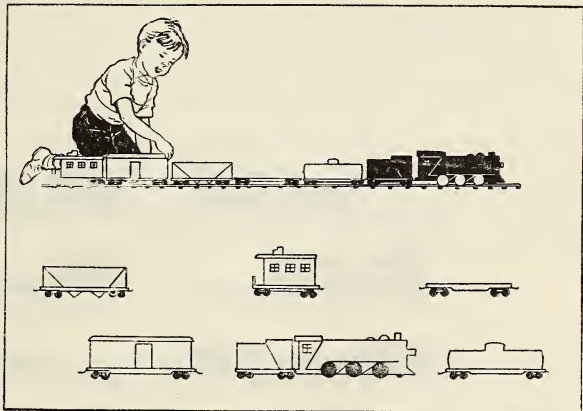
Correlated Activities

Construction activities

Pupils may build with blocks or draw rows of houses which are all alike except one. Then they may ask other pupils to find the house that is different in each row.

Page 16

GENERAL AIMS: *To clarify concepts and to promote ease and ability in oral interpretation; to promote the ability to note differences in form.*



Preliminary Development

Display page 16 and lead pupils to recall that Dick bought a train at the toy store. Discuss with the class the cars that make up the train, identifying them in the picture—engine, tender, tank car, flat car, hopper car, box car, and caboose. Have the pupils note distinguishing characteristics of each. Discuss the uses of these cars on a real freight train—for example, the hopper car is used for carrying coal, dirt, etc.; the flat car carries lumber, machinery, etc. Pupils may tell about different kinds of freight cars they have seen.

Using the Book

Have the pupils name the colors of the cars in Dick's train, going from left to right. Have them find in the lower part of the page a car like each of the cars in Dick's train and color it to match.

Related Practice

Clarifying concepts

To clarify concepts about freight trains and cars, show other pictures of freight trains, have the children identify the cars, and discuss their uses.

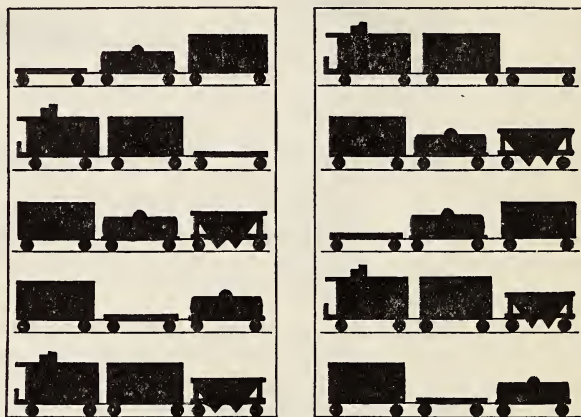
Correlated Activities

Learning songs

Pupils may learn songs about trains, such as "The Train" and "Down by the Station," in *Singing Time*, and "Train Song," in *Another Singing Time*, both by Coleman and Thorn.

Page 17

GENERAL AIMS: *To develop the ability to identify likenesses and differences in form and to give practice in following directions.*



NOTE: The mental habits and work technics required to complete this exercise successfully are analogous to the technics required to discover matching words in two columns. The three-car segments of the train resemble a three-letter word. Both the general contour of the train segments and the internal characteristics (shapes of the cars) must be noted.

Using the Book

Begin with the top of the left-hand column. Have pupils identify the cars from left to right. Then direct them to keep a finger or a short marker under that series until they find a like group of cars in the right-hand column. Repeat the procedure with other pairs until the pupils are prepared to work independently. Then direct them to draw lines to connect the groups of cars that are alike.

Related Practice

Following directions

The exercise on page 17 may be used again for practice in following directions. For example, "Look at the first row of cars on the left side. Put your finger on a car that looks like this." Show a large pattern of a flat car cut out of black paper. "Now make a cross *under* the car that your finger is on.

"Which car in that row is the tallest? Put your finger on it. Make a cross on *top* of it."

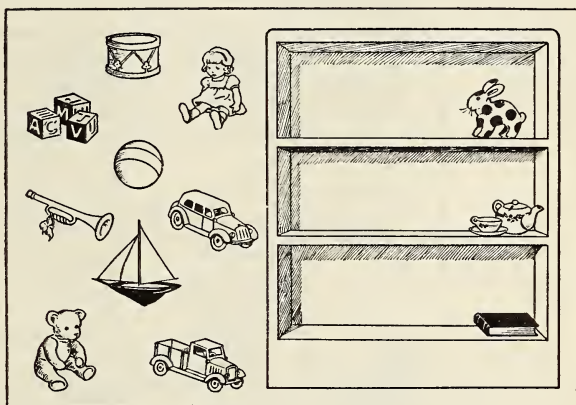
Correlated Activities

Designing borders

Whole trains of cars in certain "designs" may be constructed. For example, the design of the first row on the top of the left-hand column might be used as a pattern, and a series, or design, repeating this arrangement five or six times may form "a long train." The design may be used as a border for the blackboard.

Page 18

GENERAL AIMS: *To develop spatial concepts and to give further practice in following directions.*



Preliminary Development

Let the children direct each other to place real toys on specified shelves (top, middle, and bottom) of a three-shelf bookcase or cupboard. If clay figures have been modelled, use these.

On heavy paper make a line sketch of a cupboard with three shelves. Make toy objects out of cardboard. Have the children play a game by fastening the toys to the "shelves" with thumbtacks, according to oral directions given by the teacher.

Using the Book

Make sure the children can identify each of the objects in the picture. The *three shelves* of the cupboard (the *top shelf*, the *middle shelf*, and the *bottom shelf*) should be located.

Give such oral directions as, "Put the boat on the *top shelf*." Direct the children to draw a line from each toy at the left to the appropriate shelf in the cupboard.

Related Practice

Memory training

To give practice in remembering details, continue the exercise suggested on page 46 of this *Guidebook*.

Page 19

GENERAL AIMS: *To test the ability to articulate and discriminate between initial consonant sounds.*



NOTE: In each row of pictures the names are riming words. As the words are pronounced, close attention should be given by the pupils to the initial consonants.

Using the Book

Testing auditory discrimination

Tell the children the names of the objects illustrated in the four rows. They are as follows:

Row 1. *pan, can, fan, man.*

Row 2. *hat, bat, cat, rat.*

Row 3. *nail, mail, pail, tail.*

Row 4. *chair, pear, bear, square.*

Give the auditory test, following the procedures suggested on pages 41-42 of this *Guidebook*.

Testing articulation

Make use of this page as an individual test of ability to hear and articulate sounds as described on page 42 of this *Guidebook*.

Related Practice

Describing pictures

For language practice, have a pupil describe a picture on page 19 in riddle form, telling its size, shape, use, etc. Have the other pupils guess what picture was described.

Recognizing rhyming words

For practice in recognizing rhyming words, the teacher may explain what *rime* means. Then she may give the name of one picture and ask the pupils to find a row in which all the picture names rime with the word she pronounced. For example, "In what row do all the picture names rime with *ran*?" Teach simple nursery jingles and ask the pupils to note which words rime.

Unit III—Work and Play at Home

Content of the Unit

In the next group of pages (20-27) interest is centred on Work and Play at Home. In the picture on page 20 Mother and Jane are seen at the store buying vegetables. Page 21 presents a picture story dealing with preparing and eating a meal at home. A later picture story (page 24) shows Father and Dick getting ready for Hallowe'en. The exercise pages deal with familiar objects used in the home.

Continuous Activities

Exploring the community

The unit theme may be extended through excursions to such points of interest as markets, stores, restaurants, orchards, or fields where crops are being planted or harvested.

NOTE: Activities of this type are necessarily limited by the resources of the community. The teacher should plan the type of activity which can be carried on effectively in her situation.

Making friezes

During the social-studies period discuss in detail the work and play activities that go on in a home during one day. Then have the pupils make friezes, such as "My Mother's Day of Work and Play," "My Father's Day," "My Day from Morning to Night," to record these activities in sequence.

Building a playhouse

While studying about work and play at home, the children may build and furnish a playhouse.

Page 20

GENERAL AIMS: *To clarify concepts and to promote the ability to interpret a picture page.*



Using the Book

Picture interpretation

Stimulate discussion of the picture, bringing out what is happening now and what may have happened before. In this connection note what Mother is doing and what she probably

has done, what Jane is doing and what may have preceded, what the *clerk* is doing and what he probably did previously.

**Guided
picture
study**

Have the children identify the following fruits in the picture: *apples, bananas, lemons, and oranges*; the following vegetables: *beets, string beans, potatoes, carrots, radishes, corn, pumpkins, and lettuce*.

Call attention to the similarities and differences in size, color, and shape of the fruits and vegetables. For example, say to the children, "I see three foods that are orange in color. The largest is a (pumpkin); the long ones are (carrots); the round ones are (oranges)."

Correlated Activities

**Science
studies**

Encourage pupils to make a scrapbook classifying pictures of fruits and vegetables. The vegetable section of the book may be classified as to the part of a plant that is edible, i.e., stem, root, seed, or leaves.

Page 21

GENERAL AIMS: *To promote the ability to grasp the main idea of a picture; to note details, make inferences, follow a sequential story pattern; to use interesting, complete sentences in the interpretation of a sequential picture story; and to extend and clarify word meanings.*



Preliminary Development

Hold a book so that all children can see page 21. Allow time for pupils to get the general idea of the four-picture sequence and to comment on it. Call attention to *where* the story happens. (In the *kitchen* and *dining-room*.) Explain the term *dining-room* if the children are not familiar with it.

Using the Book

Guided picture study

Pictures 1 and 2: Ask, "The last time we talked about Mother and Jane, where were they?" (In the grocery store.) "Mother bought some things that are in the first two pictures. What are they?"

"When we see a kitchen, we usually think of work. What kind of work?" (Mother's work—*cooking, getting dinner, washing dishes, ironing clothes, etc.*) "What kind of work are Mother and Jane doing? What kind of knife is Mother using? After the carrots are washed clean, Mother will probably *scrape* them with the *paring knife*. Mother and Jane are dressed for work in the kitchen. What are they wearing?"

Pictures 3 and 4: Lead children to use such words and phrases as: *dining-room, setting the table, dinner plate, bread-and-butter plate, water glass, silver-knife, fork, and spoon—meal dinner, serving, napkin, coffee pot, sugar bowl, cream pitcher, cups and saucers, salt and pepper shakers.*

"Jane is holding some forks and a spoon in her *left hand*. Is she doing anything with her *right hand*? What things do you see on the *right-hand side* of the plate? (*Knife, spoon, glass.*) On which side is the *fork*? The *bread-and-butter plate*?"

Call attention to the fact that this is a different room (the dining-room); that it has a *rug* on the floor and a different kind of furniture.

Lead children to observe how neat the family looks in the last picture. Jane is not wearing her apron any more; Mother has changed her dress; Dick is not wearing his play sweater; Father is wearing his coat; and Baby is protected with a *bib*.

Narrative interpretation

Have various children tell the story, pointing out as many details as they can. (For suggestions for guiding the narrative interpretation see page 37 of this *Guidebook*.)

Correlated Activities

Hearing stories

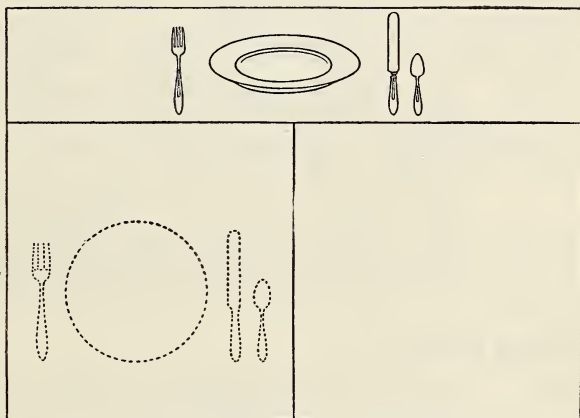
During the story-telling hour read to the pupils the stories "Cakes for Dinner" and "Sleepy Sally," from *Sally Does It*, by Baruch and Montgomery.

Making friezes

Pupils may begin to make the frieze, "My Mother's Day of Work and Play." (See suggestions on page 62 of this *Guide-book*.)

Page 22

GENERAL AIMS: *To promote the ability to coördinate eye and hand movements and to clarify concepts of position.*



Preliminary Development

In preparation for this exercise, the teacher may set a small table in the classroom, having the children pay particular attention to the position of the knife, fork, spoon, and plate. When the pupils seem to be familiar with the general pattern, cover the table and remove one of the objects from beneath the cover in such a way that the children cannot see it. Then uncover the table and have the children tell which object is missing. Later, have individual children set the table from memory.

Using the Book

Top section: Have the objects identified, beginning at the left and progressing to the right.

Lower left-hand section: Have the children name the broken line pictures from left to right. Then have them trace over these broken lines, first with their fingers and later with crayons.

Lower right-hand section: In order to test visual and muscular control further, have the pupils copy the table-setting arrangement illustrated. If a memory test is desired, the picture at the left may be covered while the child is drawing.

Related Practice

Memory training

Have the children play games which stimulate them to remember several items in sequence. For example:

1. Arrange a group of from six to ten objects. Allow each child to glance at the objects and then to tell what he saw.

2. Play a cumulative game of "Follow the Leader." For example, a child runs to the window. The teacher calls on another child, who runs to the window first and then to the door. The next child runs to the window, the door, and perhaps to a chair. Each child must remember to do all that the one before him has done and then add one thing more.

Correlated Activities

Dramatic play

During dramatic play periods encourage pupils to practise setting a table with doll dishes or with real dishes and silver ware. Several places may be set, and mealtime conversation may be dramatized.

Informal discussion

By referring back to page 21 attention may be directed to ways of setting a table attractively. For example, the use of flowers as table decorations may be discussed; color of dishes may be noted, etc.

Construction activities

Pupils may make table runners and doilies and paint designs on them. Or paper napkins and paper tablecloths may be decorated with paper cut-outs.

Page 23

GENERAL AIM: *To develop the ability to make generalizations.*



Preliminary Development

Place on a table several groups of things, each group consisting of four or more objects that are alike in some respect and one that is different; for example, several pieces of chalk and a pencil, or several pieces of white chalk and one colored piece. Say to the pupils, "All except one of these things are alike in some way. How?" Discuss until the correct answer is given. "How is the one thing different?"

Next take "classes" of objects, with one object that does not belong to the group. For example, present a pen, a pencil, a piece of chalk, and a crayon, and include a toy or some other object that is definitely out of the class. Lead the pupils to see that they could write or draw with all except the toy.

Using the Book

Guided picture study

Lead pupils to survey the page and note that in the first row of pictures there are: (1) Four *dishes*; so the *cap* does not belong. (2) Four *foods*; so the *toy* does not belong. (3) Four pieces of *furniture*; so the *animal* does not belong.

In the second row there are: (1) *Clothes*; so the *dish* does not belong. (2) *Kitchen utensils*; so the *toy* does not belong. (3) *Toys*; so the *vegetable* does not belong.

**Independent
work**

Direct the children to draw a ring around the picture in each group that does not belong in the group.

Check the work carefully. If, after the guidance suggested in this developmental lesson, the pupils reveal marked inability to correct the page, give more time to the type of activity suggested in the Preliminary Development. Then proceed to the activities which follow.

Related Practice

**Perceiving
relationships**

1. Have the pupils pair pictures of obviously related objects such as, *washboard—soap, kettle—cover, pencil—paper, needle—thread*. The exercise may be done in the pocket chart, or the pictures may be distributed in envelopes for the pupils to organize on their desks.

2. Play games, such as, "It makes me think of something." The teacher says, "A kitchen makes me think of a stove." The children in turn add names of kitchen utensils or anything that is associated with a kitchen.

3. A group of objects that have previously been placed on a table and covered with a cloth may be exposed for a few seconds and then re-covered. Have the children tell what objects or objects, did not belong.

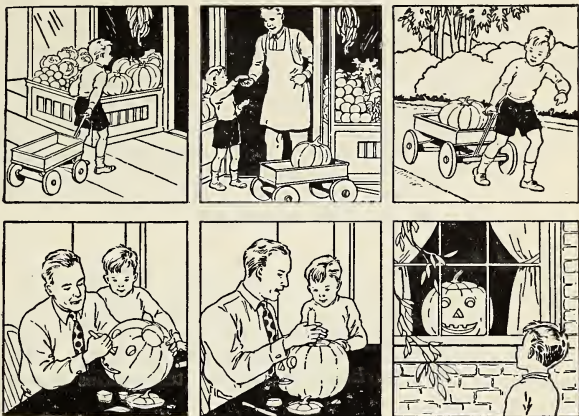
Page 24

GENERAL AIMS: *To promote the ability to follow a sequential story pattern and to use interesting, complete sentences in the interpretation of a picture series. (This lesson introduces pupils to a six picture sequence of events.)*

Preliminary Development

If pupils have not made jack-o'-lanterns, explain what they are, or make one in school.

Display page 24 and tell the children that Dick is going to the same store in this story that Mother and Jane went to where they wanted to buy vegetables. Allow the children to survey the story in general and to make comments.



Using the Book

Guided picture study

Lead the children to notice that the pumpkin is large and heavy, and ask them how Dick's wagon helps him.

Encourage the children to explain how Father is making the jack-o'-lantern. Lead them to tell how he has *scooped* out the seeds and now is *carving* eyes, a *nose*, and a *mouth*. Get them to notice the shape of the eyes and nose and how funny the mouth looks. Explain why the candle is put inside the jack-o'-lantern.

Narrative interpretation

During the first reading or telling of the story, the group should follow the sequence of pictures to find out what happened. For example:

Dick went to the grocery store. He bought a pumpkin. He took it home in his wagon. Father made a jack-o'-lantern for him. He put a candle in it. When it was all done, Dick set it in the window. Then he went outside to see how it looked.

Have the children use the word *Father* rather than *Daddy*, since *Father* is used in most first-grade readers.

Several children may retell the story, keeping their books open. (See pages 26-27 of this *Guidebook* for standards of sentence and story structure.)

Have the story told from memory, noting the children's ability to recall the sequence of major events and the number of details they remember.

Related Practice

Memory training

To test the pupils' ability to note and recall details, have them close their books and then ask them questions about the pictures. For example:

What shape are the jack-o'-lantern's eyes? What color is Dick's wagon? What color is the inside of the wagon? What color is the storekeeper's shirt? What is he wearing that is white? What color is Dick's sweater? What fruits are in the store? What vegetables?

Correlated Activities

Learning songs

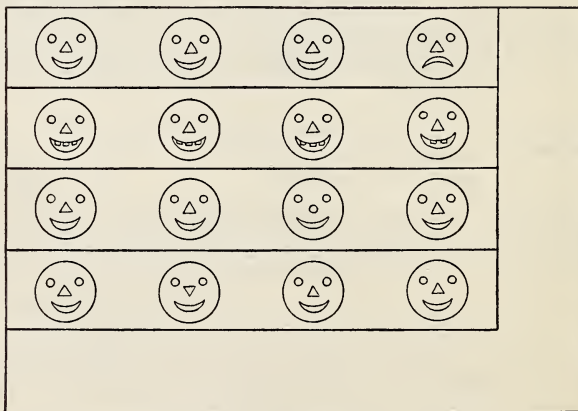
Pupils may learn Hallowe'en songs, such as "Hallowe'en," from *Another Singing Time* and "Jack O' Lantern" from *Play Songs from the Song Series*, by Alys E. Bentley.

Hearing stories

The teacher may read or tell stories dealing with Hallowe'en.

Page 25

GENERAL AIM: *To promote the ability to make visual discriminations in respect to internal differences.*



NOTE: In these pictures the differences are internal. Children may need much practice to distinguish the inversion of forms as presented in Rows 1 and 4.

Preliminary Development

The teacher may make a large figure of a pumpkin from orange paper. White circles, triangles, and crescents with varied tooth arrangements may be used for features. Fasten the pumpkin to the wall and have the children put on the mouth, eyes, and nose with thumb tacks. For a model they may use a jack-o'-lantern drawn on the blackboard.

Using the Book

Guided picture study

"On this page we have many jack-o'-lanterns. How many rows are there?"

Row 1: "What shape are the eyes?" (Use *round* or *circles*.) "What shape are the noses?" (Use *three-sided* or *triangles*.) "Now let us look at the mouths. Start from this side. Are they all alike? What is the word we use for something that is *not like* the others? Yes, one jack-o'-lantern is *different*. All the other jack-o'-lanterns are *smiling*, but this one looks as if it were crying."

Row 2: "All these jack-o'-lanterns look happy to me. Do you see anything that is different about one of them?"

Row 3: "I wonder if any jack-o'-lantern in this row is *different*." When the children find the jack-o'-lantern that is different, say, "It has a round nose," or "Its nose is a *circle* and the others are *three-sided*—or are *triangles*."

Row 4: "Which jack-o'-lantern in this row is different?"

NOTE: In the first and last rows the *differences* are inversions. Sometimes pupils in early stages of reading confuse letters that are inversions, such as *p* and *b*. If difficulties with the inverted forms in Rows 1 and 4 are encountered, it may be necessary to prepare similar exercises for practice in detecting inverted forms.

Independent work

At their desks the children may re-study the page and indicate which jack-o'-lantern is different in each row.

Related Practice

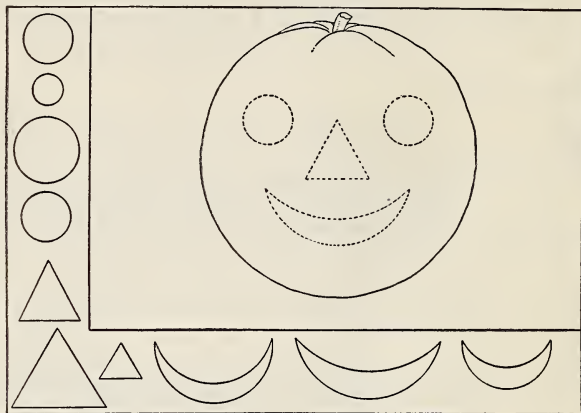
Visual discrimination

To give further practice in visual discrimination, the activity suggested for the preliminary development may be repeated.

Hectograph or place on the blackboard rows of objects, with one inverted, and have pupils identify the one which is different from the others.

Page 26

GENERAL AIMS: *To promote the ability to recognize similarities in shape and size and to coördinate eye and hand movements.*



Using the Book

Preparing for independent work

Direct the pupils to trace over the dotted lines that make the eyes, nose, and mouth of the jack-o'-lantern. "Now look at the circles on this side." Indicate the column of shapes in the left-hand margin. "Which two seem to be just the same size as the eyes of the jack-o'-lantern?" Have the children point to the two circles they believe match the eyes. Prepare similarly for selecting the proper size of nose and mouth.

Independent work

Have the children draw lines from the correct forms in the margin to the features in the jack-o'-lantern face, or give directions for cutting out the detached forms and pasting them on the face. The children may then color the jack-o'-lantern.

Examine the pupils' work. Make comments and ask questions: "Look at the two eyes that were left over. They are the same shape, but one is too large and one is too small for the jack-o'-lantern. Which one is *larger than* the two you used? Why didn't you use the other one?"

Notice the similarity in the triangles, and bring out the difference in size. In comparing the mouths that were not used,

encourage size and space comparisons, such as *too short*, *too small*, *too narrow*, etc.

Related Practice

Motor coördination

Jig-saw puzzles of various types and degrees of complexity may be secured or made by the teacher or pupils. For example, a plain white or colored piece of paper may be cut up and used for this type of practice, or pictures may be cut up and re-assembled.

Circles, squares, rectangles, and triangles of different sizes and colors may be given to the children to arrange in rows, beginning with the largest and ending with the smallest.

Page 27

GENERAL AIMS: *To promote the ability to recognize relationships and to classify according to simple criteria.*



Using the Book

Identify the objects on the left-hand side of the page. Discuss and clarify the idea of classifying them as "toys" or "foods." Show the pupils how to draw lines from the toys or foods on the left to the toy store or grocery store on the right. Have them "put the things into the store where they belong."

Related Practice

Classifying

To give practice in classification, discuss objects that belong in various "classes," or have the pupils sort pictures of objects into their proper classes. For example: things for work and things for play; furniture that belongs in a kitchen, in a dining-room, in a living-room, on a porch, etc.

Unit IV—A Trip to the Farm

Content of the Unit

The content of pages 28-34 of *Before We Read* is derived from experiences at the farm. The unit theme is introduced through the picture story on page 28, which shows Dick and Jane and their family making a trip to Grandfather's farm. Page 29 shows the children looking at the farm animals with Grandfather, and the subsequent pages are based on the children's experiences and observations at the farm. Page 35 is a test page.

Developing Readiness for the Unit

A trip to the farm, as suggested below, or a bulletin-board display of farm pictures may be planned to centre interest on the new unit theme. Picture books of farm animals may be exhibited, and the teacher may read aloud stories and poems about farm experiences.

Continuous Activities

During the study of this unit major activities such as the following may be carried out:

Taking trips

A trip to a farm may be taken, if desired, before the unit is started. In some situations, however, it may be desirable to do the work in the book *before* going on the excursion, in order to stimulate interest in the farm and to raise questions to be answered through observation on the trip.

Do not attempt an exhaustive study of farm life, but rather build the simple understandings necessary for the reading of farm stories, such as are found in most early reading material.

**Constructing
a farm**

Build a farm on the floor or on a sand-table with blocks and toy animals. Animals cut out of wood with a saw or modelled from clay may be used for the farm.

**Hearing
stories**

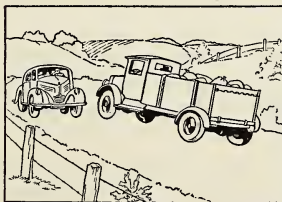
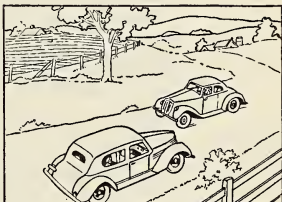
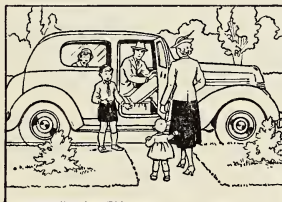
The teacher may read aloud or tell stories of farm life. (See Bibliography, pages 432-435.)

**Learning
songs**

Teach such songs as, "The Farmer and His Animals" and "The Farmer Built a House for His Cow," from *Another Singing Time*; "The Animals Wake Up," from *Singing Time*; and "The Friendly Cow," "The Duck and the Hen," "Mooley Cow Red," "My Pony," "Wee Duckie Doodles," and "Piggy-wig and Piggy-wee," from *The Music Hour in the Kindergarten and First Grade*.

Page 28

GENERAL AIMS: *The aims for this page are the same as those for page 21.*



NOTE: Page 28 furnishes a point of departure for the excursions or trips which provide content for the remainder of *Before We Read*.

Preliminary Development

Encourage pupils to tell about trips they have taken with their families. Discuss short trips they have taken to visit relatives or to see near-by points of interest.

Using the Book

Guided picture study

Distribute the books and explain that the picture story on page 28 tells about a trip that Dick and Jane took to Grandmother's house.

Call the children's attention to both cars in Picture 2 and ask them in which car Dick and Jane's family is riding. Lead pupils to tell which car is going "toward the right" and which one is going "toward the left" in the picture. Note which side of the road each car is using.

Point out that the family is now in the country by calling attention to such things as the plowed fields, wire fences, and groups of farm buildings.

Lead pupils to note that the family is farther along on the trip in the third picture. For example, point out to the children that the two groups of farm buildings are no longer visible and that the fences on both sides are of wire.

Identify the characters of Grandfather and Grandmother in Picture 4. Call attention to the attitudes of the children in greeting them. Lead pupils to imagine what Grandfather and Grandmother may be saying.

Narrative interpretation

Have individual pupils give narrative interpretations of the story that is told in the sequent pictures. Follow the procedure suggested in previous lesson plans.

Correlated Activities

Extending concepts

Mark out streets on the classroom floor and use toy cars and trucks to teach safety regulations. Extend safety concepts to include school regulations for walking in the halls and on the stairs, crossing streets, walking on country roads, etc.

Hearing stories

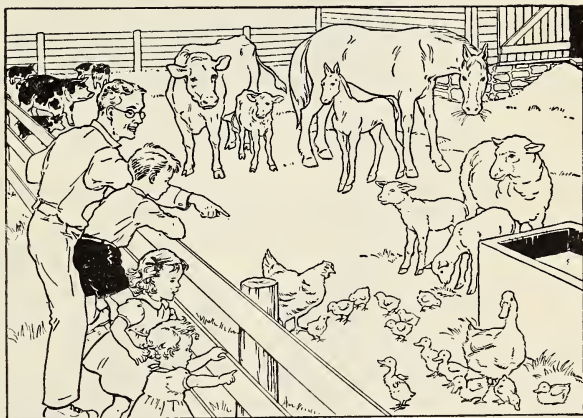
Read aloud such stories as *The Farmer in the Dell*, by Berta and Elmer Hader; *A Little Lamb*, by Helen and Alf Evers; and *On Our Farm*, by John Beatty.

Collecting pictures

Pupils may collect farm pictures and mount them in booklets for the library table.

Page 29

GENERAL AIMS: *To clarify farm concepts and to promote the ability to recognize relationships.*



Preliminary Development

Discuss animal families, and encourage pupils to name various mother and baby animals, such as: *hen—chicken*, *cow—calf*.

Using the Book

In the discussion of the picture note the number of animals in each “family” and introduce such pairs of words as *horse—colt*, *cow—calf*, *sheep—lambs*, *duck—ducklings*, *hen—chickens*.

Encourage pupils to make inferences regarding what Grandfather is telling Dick, what Baby is saying, etc. After the general discussion encourage individual pupils to give a narrative interpretation of what is happening in the picture.

Related Practice

Identifying animals

To give practice in describing and identifying farm animals, encourage pupils to make up riddles describing *farm* animals. Introduce a pattern for these riddles, such as:

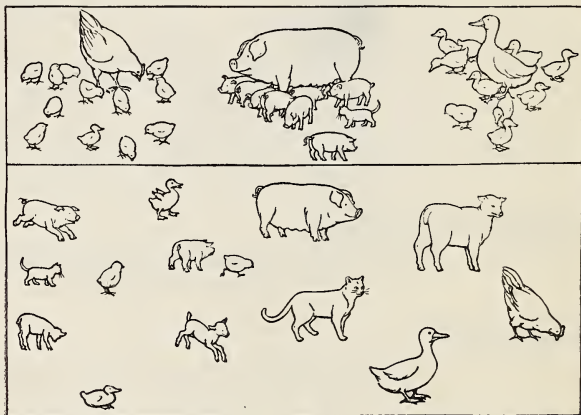
I am
 I eat
 I say
 Who am I?

Question and answer games may be played. For example, ask:

Which two kinds of animals have wings?
 Which bird can swim?
 On which animal would you like to ride?
 Which gives us milk?
 Which ones give us eggs?

Page 30

GENERAL AIMS: *To promote the ability to recognize relationships and to classify according to simple criteria.*



Using the Book

Discuss the animal families shown in the upper row of pictures, and have pupils name the mother and baby animals. Discuss those characteristics that distinguish a chicken from a duck, a pig from a kitten. Have the pupils find a young animal in each family group that does not belong there and draw a circle around it.

Have pupils identify each young animal at the left of the lower section of the page and draw a line from it to its mother.

Related Practice

Extending vocabulary

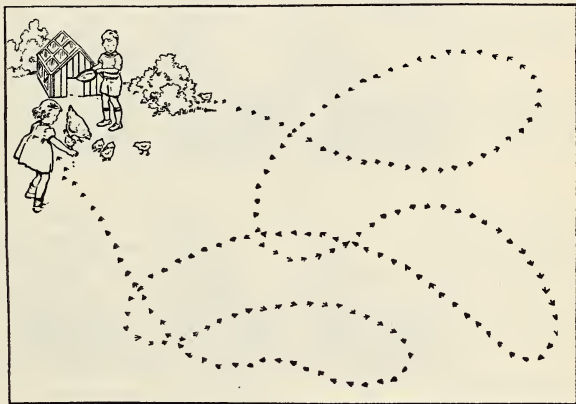
To clarify concepts and vocabulary relating to farm animals, have pupils play a game in which one pupil gives the name of a mother animal and another responds by giving the name of the baby animal, for example, cow-calf, duck-duckling, etc.

Classifying

The teacher may give orally a series of words, one of which represents an idea that "does not belong" in the class. The children should pick out the word that does not belong and tell why. For example, give orally such series as: chickens, pigs, cows, *chairs*, horses; run, jump, *toy*, fly, hop, etc.

Page 31

GENERAL AIM: *To promote the ability to coördinate eye and hand movements.*



Using the Book

"Dick and Jane were feeding the chickens at the farm. Dick counted them and found that one baby chick was not there. Then Jane saw tracks. They were a little chicken's tracks. We

will follow the tracks to find the little chicken." Demonstrate by following the tracks with a finger.

Have the children draw over the tracks with crayons or pencils. The picture may then be colored.

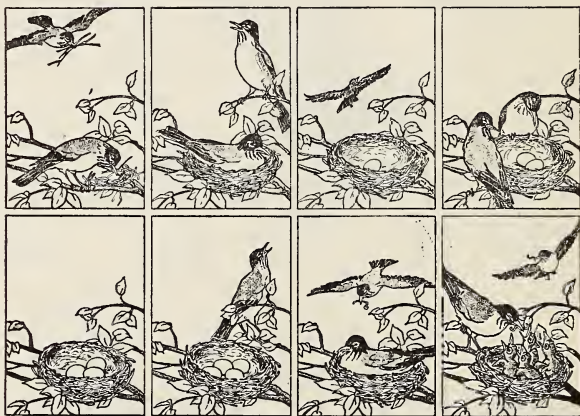
Related Practice

Associating related ideas

To give practice in associating related ideas, hectograph pictures showing several animals in a row, with one animal's home. Have the children study the pictures and indicate to which animal the home belongs. If large pictures are used, this exercise may be adapted for use with the pocket chart.

Page 32

GENERAL AIMS: *To promote the ability to note details in pictures and to draw inferences from them; to clarify concepts. (This is the first story to use two rows of four pictures each.)*



Preliminary Development

If possible, have a real nest to inspect. Tell the children that the birds made the nest from twigs, string, hair, etc., stuck together with mud.

The following terms should be used: *mouths, bills, feathers, wings.*

Using the Book

During the preliminary discussion, bring out the following ideas: Robins build a nest in which the mother robin lays eggs; they sit on the eggs to keep them warm; after a time young robins hatch from the eggs; the young robins are helpless and are fed by the parents.

Guided picture study

Picture 1: Introduce the story idea that Jane and Dick saw two birds carrying twigs to build a nest in the apple tree in Grandmother's yard. Have the birds in the picture identified as robins.

Picture 2: Have the children note what the mother bird did when she finished making the nest. Ask them who else is in the picture and what he is doing.

Pictures 3-6: Explain to the pupils that Mother Robin laid one egg each day, and ask them how many days it took her to lay the four eggs.

Picture 7: Note that the mother bird is sitting on the nest and that the father bird is bringing her a *worm*. Discuss how the eggs are hatched.

Picture 8: Comment on how the little birds are different from the big birds. Discuss how the mother and father birds feed the little birds and what they feed them.

Narrative interpretation

Have the children tell the story. In addition to noting their language habits, observe how many facts about robins they include in their stories.

Correlated Activities

Observing birds

Have pupils observe and identify birds of the neighborhood by color. A feeding table may be used to attract them. Help the children keep a chart of the birds seen and identified.

Clarifying concepts

Compare baby robins with baby chickens and ducks as to the manner in which food is obtained and the degree of helplessness. (Refer back to pages 29-31 of *Before We Read*.) Stress the fact that chickens and ducks are birds, too, the body covering of feathers being the means of classification.

Learning poems

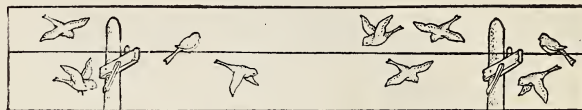
Read aloud the story *The Restless Robin*, by Marjorie Flack, and the poems "Once I Saw a Little Bird" and "Little Robin Redbreast," from *The Poetry Book, I*.

Learning songs

Songs, such as the following, may be learned: "Baby Birds," "The Robin," and "Birds," from *The Music Hour in the Kindergarten and First Grade*.

Page 33

GENERAL AIMS: To provide practice in the use of terms relating to position and direction.



Using the Book

Direct attention to the upper section of the picture and say: "Yesterday we talked about a family of robins. By and by the baby birds become strong enough to fly. In this picture some of the birds are flying above the wire." Point to the birds flying *above* the wire. "Some are *below* the wire." Point to the bird flying *below* the wire. "Some birds are resting. When they get tired flying, they stop to rest. Where do you see them sitting? Note that they are sitting *on* the wire."

After the meanings of the prepositions *on*, *above*, and *below* have been made clear, have the children put a mark *on* all the birds that are *on* the wire. Put a mark *above* the birds that are *above* the wire. Put a mark *below* the birds that are *below* the wire.

Direct attention to the lower section of the page and give such directions as: "Point to the birds with tails *above* the wire, *below* the wire. Find birds that are looking toward the right, toward the left."

Give two-step directions, such as: "Find a bird looking *toward the right* that has its tail *below* the wire." Refer back to the upper section and indicate the birds that are flying toward the right and those that are flying toward the left.

Have the children cut out the pictures at the bottom of the page and paste in the blank squares to match the birds immediately above. (The correct position may be indicated by drawing lines instead of by cutting and pasting.)

Related Practice

Establishing
meanings

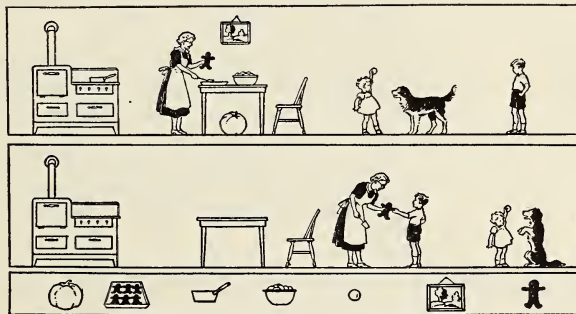
To establish meaning associations for the terms *on*, *above*, and *below*, use cut-out figures of birds and a large chart showing telephone poles and wire. Pin the birds on the chart, or let a child do it. Have the other children tell whether each bird is *on*, *above*, or *below* the wire, looking toward the right or the left, etc.

Following
directions

Have the children place things in the classroom according to directions. For example, "Put the big ball in the box and the little ball on the table. Now tell what you did." (The child recalls the direction by saying, "I put . . .")

Page 34

GENERAL AIMS: To clarify the meaning of terms relating to position; to promote the ability to follow directions.



Preliminary Development

Have objects, such as a *small table*, a *pan*, *cookies*, *miniature toy pumpkin*, a *toy stove*, a *picture*, a *chair*, *small dishes*, ar-

ranged as on page 34 of *Before We Read*. Give directions for placing things *on the table, under the table, in the pan*. The words *from, between, above, below, into* may be used also.

The children may take turns telling the other children where to place the various objects.

NOTE: If it is inconvenient to secure the objects suggested above use a ball and direct that it be placed in various spots in the classroom.

Using the Book

Guided picture study

Discuss what is happening in the picture at the top of the page. Ask questions, such as, "What is Grandmother doing? What is Baby doing? What is Dick doing?"

Discuss what is happening in the picture below. Note that Dick is getting the gingerbread man. Call attention to the lower row of pictures and note that there is a pan full of cookies; so Baby will soon get one, too. The teacher may remind the pupils that on page 24 they saw a pumpkin being made into a jack-o'-lantern, but say that in this picture Grandmother will probably use the pumpkin for food, perhaps to make a pumpkin pie.

Go back to the first picture. Have the pupils identify the objects and tell *where* they are. For example:

The pumpkin is *under the table*. The gingerbread man is *in Grandmother's hand*. The chair is *between the table and Baby*. The frying pan is *on the stove*. The picture is *above the table*.

Some of the objects are missing from the second picture strip but are in the lowest strip. Give oral directions for returning the objects to the kitchen by drawing lines. Give such directions as:

Put the pan of gingerbread men *on the table*. Put the pumpkin *under the chair*. Put the picture *above Baby*. Put the pumpkin *on the floor between the stove and the table*, etc.

Related Practice

Clarifying meanings of prepositions

Pictures similar to those on page 34 may be hectographed and used to give further practice in recognizing the meanings of various prepositions. Directions for using them may be suggested to the pupils. For example:

Put a handle *on* the pan.

Draw a line from to

Put a bird *in* the tree.

Put two lines under the

Draw a ball *on* the box.

Put a cross above the

As many prepositions as possible should be used in exercises of this type.

Extending vocabulary

Encourage the use of adjectives by directing pupils to think of something that is *big*, *little*, *pretty*, *ugly*, *soft*, *hard*, *red*, *blue*, etc.

The meanings of adverbs may be illustrated by having pupils do something *quietly*, *happily*, *quickly*, *slowly*, etc.

Page 35

GENERAL AIMS: *To test the ability to hear and discriminate between consonant sounds and to articulate given consonant sounds; to develop the ability to recognize rhyming words.*



NOTE: In each row are four pictures so arranged that their names have the following sound relationships: The first two rhyme; the third and fourth rhyme; the first and third differ only with respect to the last consonant; the second and fourth differ only with respect to the last consonant.

Using the Book

Testing auditory discrimination

Tell the children the names of the objects illustrated in the four rows. They are as follows:

Row 1. *can, man, cat, mat.*

Row 2. *rake, cake, rain, can.*

Row 3. *coat, boat, cone, bone.*

Row 4. *seat, beet, seeds, beads.*

Then pronounce a word for each row and have the picture marked. (For details of procedure, see pages 41-42 of the *Guidebook*.)

Testing speech habits

Make use of this page as an individual test of the pupils' ability to articulate sounds. (For description of procedure, see page 42 of this *Guidebook*.)

Related Practice

Recognizing riming words

To develop recognition of riming words, have the pupils look at the pictures and select pairs of picture-names that rime.

Tell the children to look at the page and find two pictures that have names riming with a word to be pronounced by the teacher. For example, say, "Find the pictures whose names rime with *ran*." The children should locate the pictures of *can* and a *man*.

Pupils may be asked to tell some other words that rime with the names of the first two pictures in each row; with the last two, etc.

For further suggestions on procedure in auditory and speech training, see pages 42 and 43 of this *Guidebook*.

Correlated Activities

Extending concepts

If the interest in farm subject-matter continues, the activities suggested on pages 74-75 of this *Guidebook* should be continued. The unit may close with an exhibit of the collections made and the materials constructed. Since the Basic Primer, *Fun with Dick and Jane*, as well as the Health Primer has farm units, this interest need not be exhausted at this point.

Unit V—A Trip to the Zoo

Content of the Unit

In the next group of pages, animals seen on a trip to the zoo are presented in contrast to the farm animals of the previous unit. Two picture stories show amusing incidents at the zoo. The picture stories are followed by exercise pages drawn from the zoo stories and activities in previous units. The zoo theme is treated briefly in *Before We Read* but may be extended by activities such as those suggested below.

Developing Readiness for the Unit

If possible take pupils to visit a zoo either before or after studying pages 36 and 37. If such a trip is not possible, show pictures of zoo scenes and encourage pupils who have visited a zoo to tell about what they saw. Have pupils identify as many zoo animals as possible and note their distinguishing characteristics. Discuss what the animals eat, how they are fed and cared for, and why people enjoy coming to watch them.

Continuous Activities

Pupils may paint a frieze showing a zoo and some of the animals that live in it. As many zoo animals as possible should be illustrated.

Toy animals, such as bears, pandas, elephants, tigers, giraffes, etc., may be brought to the classroom for a toy zoo.

Have the children do rhythmical interpretations of zoo animals. Teach such songs as "A Song about an Elephant," from *Another Singing Time*, and "At the Zoo" and "The Bear," from *The Music Hour in Kindergarten and First Grade*.

During the story hour the teacher may read aloud or tell stories about zoo animals. (See the Bibliography, pages 432-435 of this *Guidebook*.)

Pages 36 and 37

GENERAL AIMS: *Aims are the same as for pages 21, 28, and 32.*

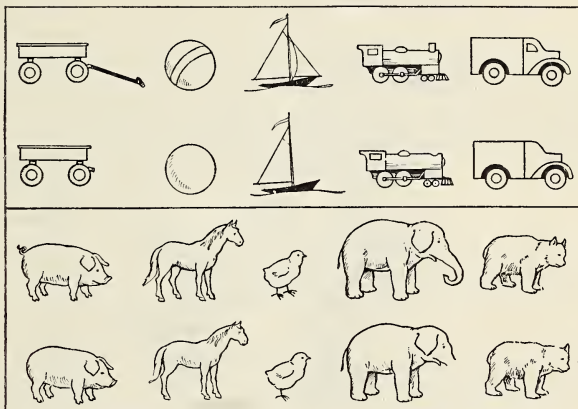


Using the Book

Since the aims and procedures for the use of these two pages are similar to those suggested for preceding picture-story sequences, detailed lesson plans are not included.

Page 38

GENERAL AIMS: *To promote the ability to scrutinize details or parts of a whole and note when two similar things differ with respect to a single detail.*



Using the Book

Direct attention to the two parts of the picture. Lead children to observe that in the upper part all the pictures are *toys*, and in the lower part all are *animals*.

Have the children look at the top wagon and name its parts. Then tell them to look at the wagon underneath it. Ask, "What is different about the wagon underneath?" Next tell the children to look at the top ball and then at the ball underneath it and tell what is different. Use the word *stripe* or *band* when talking about the top ball. Use the words "a boat with *sails* and a *flag* on it" when looking at the top boat.

Have the children draw the missing parts of the toys and animals, using the top figure of each as a pattern.

Related Practice

To provide practice in detecting similarities and differences in details within a whole, the following activities are suggested:

1. Draw a picture of an animal on the blackboard. Then have the children close their eyes while the teacher erases some

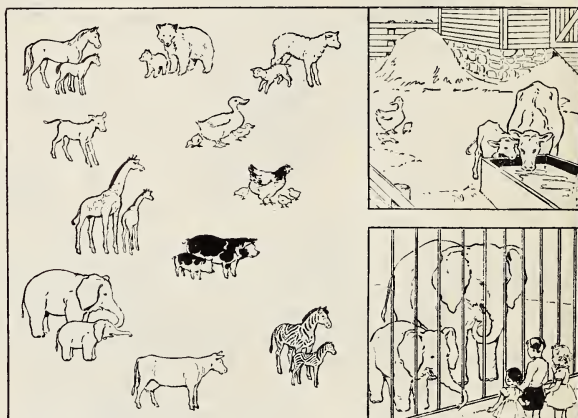
part—one ear, or the tail, or one foot. The children open their eyes and discover what is missing.

2. Hectograph pairs of pictures similar to those on page 8 and have the children draw in the missing parts.

3. Secure or make jig-saw puzzles for the children to work out on their desks.

Page 39

GENERAL AIMS: *To develop the ability to perceive relationships and classify according to simple criteria.*



Using the Book

Have pupils identify the animals on the left side of the page. Discuss and clarify the children's ideas concerning the classification of all animals into "zoo" and "farm" groups. Direct the children to draw lines from each animal or group of animals to the picture of the place "where they belong."

Develop the meaning of *young* and *old*. Then ask pupils to put a cross on all the young animals.

Related Practice

Classifying

For further practice in classification of ideas, use such pictures as: farm and city buildings, animals that can fly and animals that cannot fly, plants and animals, etc.

Unit VI—A Family Party

Content of the Unit

The last unit of *Before We Read* includes pages 40-46. The picture stories on pages 40 and 41 present the family in recreational activities at the beach. The practice pages 42-46 introduce the names of the five members of the family. The chief aim of this unit is to make an informal transition to reading by introducing labels in a meaningful setting.

Continuous Activities

In addition to the work in *Before We Read*, the following types of activity may be carried on. Many of the informal reading activities suggested here should continue throughout the early reading stages.

In informal conversations encourage pupils to tell about picnics their own families have had. These may include family excursions to parks, beaches, and other picnic spots.

When pages 40 and 41 are studied, the teacher may read stories relating to the beach, such as "Sally Packs," from *Sally Does It*. (See the note on pages 46-47 of this *Guidebook*.) Also teach such songs as "At the Seaside" and "The Sea," from *The Music Hour in the Kindergarten and First Grade*.

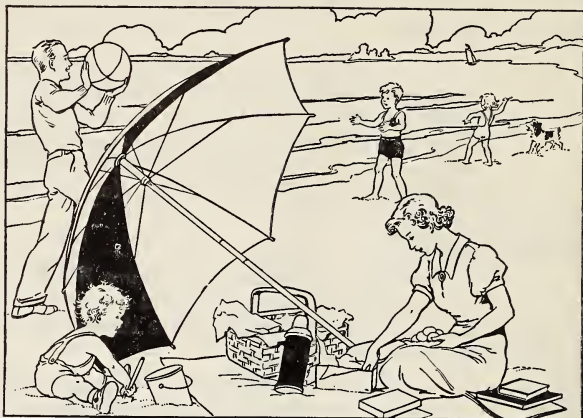
The teacher should begin placing simple labels under pictures that are posted about the room or on the bulletin-board. In labelling pictures, preference should be given to words which will appear in the early reading books.

The blackboard or bulletin-board should be used frequently for school news and brief notes on classroom matters. Such a procedure is helpful in teaching pupils to observe that word symbols are read from left to right and that they are a useful means of recording facts. Simple records on charts may be used frequently. See page 128.

An environment of attractive picture-books develops a desire to learn to read. In examining them during free periods, pupils will learn how to handle books, to follow the sequence in stories told with pictures, and to observe details in the pictures.

Pages 40 and 41

GENERAL AIMS: *The aims are the same as those for the preceding picture-story sequences.*

*Using the Book*

During discussion of the two pictures the meanings of the words *lake* and *waves* should be made clear. Lead children observe what the waves did to the sand house.

By noting the sailboat in the pictures, the children should be led to infer that it is sailing away, since it looks smaller in the last row of pictures.

Guide the oral interpretation of each story and observe the oral expression habits of pupils. (See standards on pages 26 and 27.)

Related Practice

At this point the teacher should use the standards given on pages 14-16 of the *Guidebook* to check the attainments of her group. For example, some additional lessons in visual discrimination may be needed before proceeding to the lessons which follow.

The practice lessons following other picture-story sequences in *Before We Read* may be used as models when devising material for pupils who need additional practice.

Page 42

GENERAL AIMS: *To develop the ability to associate meaning with printed symbols; to combine kinesthetic association and visual memory in the recognition of word forms.*



Dick

Dick



Jane

Jane



Using the Book

Tell the pupils, "There are two pictures on this page. Each has a name-word at the right of it." Identify the names *Dick* and *Jane*. Then show the children where to begin tracing over the dotted-line forms of the names. This training is to reinforce the memory of word forms only. Do not confuse it with training in manuscript writing.

NOTE: The abilities needed to recognize printed symbols have been developed in previous lessons which required identification of likenesses and differences in pictured objects. *Before We Read* presents no reading context, but leads up to the act of reading by establishing, through labels, the connection of the graphic symbol or printed word. The label is a simple method of associating form and meaning.




Pages 43-46

GENERAL AIMS: *The aims are the same as those for page 42.*







	<p>Dick</p> <p>Jane</p> <p>Dick</p> <p>Dick</p> <p>Jane</p>
	<p>Jane</p> <p>Dick</p> <p>Jane</p> <p>Dick</p> <p>Dick</p>

Using the Book






Page 43: Direct the pupils to look at each picture and draw a line from the picture to the right name. Tell them to refer to page 42 if necessary.

 Father	Father
 Mother	Mother
 Baby	Baby

Page 44: Use the same directions as for page 42. Call attention to the parts of the labels *Mother* and *Father* that are "alike." Also, point out the distinguishing parts or "differences." Have pupils trace over the dotted line forms of the names.

	Mother Baby Father		Baby Father Mother
	Baby Mother Father		Mother Father Baby
	Father Mother Baby		Father Baby Mother

Page 45: See the directions for page 43.

				
Mother	Father	Dick	Jane	Baby
Father	Mother	Father	Baby	Jane
Jane	Jane	Baby	Father	Dick
Dick	Father	Mother	Jane	Baby
Mother	Baby	Dick	Dick	Father
Baby	Dick	Jane	Mother	Mother

Page 46: Direct the children to look at the name inside each picture and say it. Then have them draw a ring around a word *under* each picture that is like the word *inside* the picture.

Related Practice

Reading signs

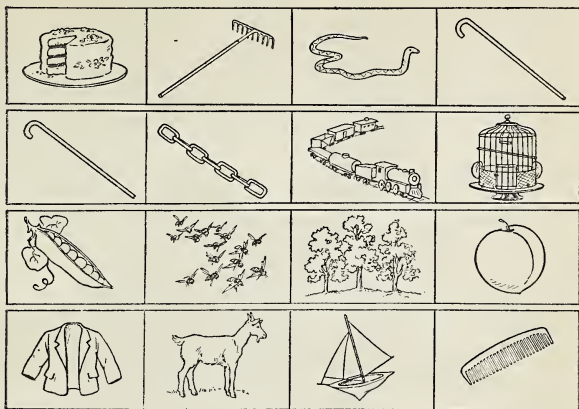
To develop interest in noticing labels and signs and in learning their meanings, have the pupils look through *Before I Read* and note the label SPOT on the dog-house on page 35 and the label ZOO on page 36. Encourage discussion of signs that children see in their immediate environment or which are familiar to them, for example, *Danger, Stop, Go, Keep Off*.

Reading labels

Names may be attached to pictures of things discussed during the social-studies, language, or story period. In projects such as a play store, shelves and boxes of supplies, cans and cartons may be labelled. A label should always have a purpose and a natural setting which develops a consciousness of the fact that symbols represent ideas.

Page 47

GENERAL AIMS: To test the ability to hear, articulate, and discriminate between consonant sounds; to develop an awareness of similarity in the sound of riming words.



NOTE: In each row the names of the first three pictures rhyme, and the fourth one resembles the first one except for the final consonant. If the first word in each row is used for the test and the fourth one is marked, the test reveals inability to note a *final* consonant. If any of the first three are used for test words and a confusion among these three is revealed, the result shows initial-consonant confusion.

Using the Book

Tell the children the names of the pictures in the four rows. Then pronounce a word for each row and have them mark the picture. (For details of procedure see pages 41-42 of this *Guidebook*.)

The pictures represent the following nouns:

Row 1. *cake, rake, snake, cane.*

Row 2. *cane, chain, train, cage.*

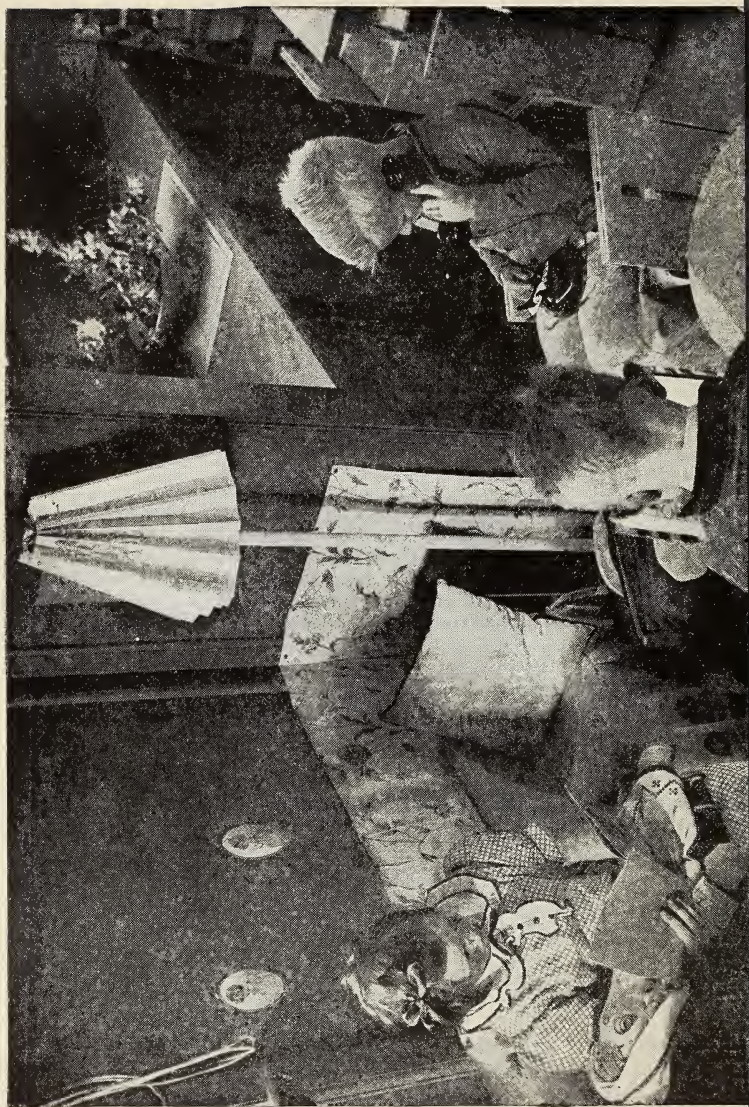
Row 3. *peas, bees, trees, peach.*

Row 4. *coat, goat, boat, comb.*

Make use of this page for individual testing of ability to articulate sounds as described on page 42 of the *Guidebook*.

Related Practice

At this time the teacher should again check the pupils' attainments with respect to readiness for reading. See the standards outlined on pages 14-16 of this *Guidebook*.



Promoting Growth in Reading at Grade One Level

Scope of the Reading Program during Grade One

Because of the broad aims of this period, a carefully planned program of activities is essential. At least five types are recommended.



1. Participating during any period of the day in activities in which reading is more or less informal, or at times quite incidental. For example:
 - a) Reading announcements or directions.
 - b) Reading about the experiences of pupils written on the blackboard or recorded in chart form.
2. Reading the stories in the Basic Readers.
3. Engaging in the reading and related activities in the accompanying *Think-and-Do Book*.
4. Engaging in correlated activities, such as:
 - a) Reading independently simple story material closely correlated in content and vocabulary with the basic reader.
 - b) Listening to and telling stories.
 - c) Hearing and learning poems.
 - d) Carrying on construction activities.
5. Participating in informal reading activities in the various curriculum fields and reading other books of the Curriculum Foundation Series. This Series provides books in the fields of social studies, science, art, number, and health which are closely correlated in vocabulary with the Basic Reader. (See the chart, page 12 of this *Guidebook*.)

Characteristics of Growth in Reading

Two types of growth in reading are of great significance during Grade One. The first relates to growth in ability to read with guidance increasingly longer units with absorbed attention to the content. Such growth is a basic requirement in becoming a good reader.

The second type of growth is that which results in keen interest on the part of pupils in free or independent reading of simple story material.

Studies of the various attitudes, habits, and skills that are involved show clearly that the following aspects of growth are important during this period:

1. Increasing interest in the content presented by the verbal text and pictures.
2. Rapid increase in ability to make accurate and clear meaning associations with words.
3. Increasing accuracy and independence in word recognition.
4. Growth in ability to fuse meanings of separate words into thought units and sequences of related ideas.
5. Ability to read with guidance increasingly longer units of simple material with absorption in the content.
6. Growth in ability to read for various purposes under guidance.
7. Increasing ability to engage in continuous meaningful reading of simple story material without guidance.
8. Increasing fluency in oral and silent reading.
9. Growth in ability to read well to others.



Specific Aims and Desirable Attainments

If the pupils are to grow in the directions outlined in the preceding paragraphs, a carefully planned program of guidance is necessary. It should be organized in the light of specific aims and continued until satisfactory progress has been made. The specific aims and attainments of major importance at each level are summarized in the charts on pages 101-103.

AIMS AND DESIRABLE ATTAINMENTS DURING THE PRE-PRIMER PERIOD

AIMS	DESIRABLE ATTAINMENTS
(a) To stimulate keen interest in simple reading activities and in looking at picture books independently.	<ol style="list-style-type: none"> 1. Shows active interest in labels, notices, bulletins, directions, and posters. 2. Asks what sentences or statements on the blackboard say. 3. Is alert and willing to cooperate in interesting reading activities. 4. Shows keen interest in books and pictures.
(b) To cultivate a thoughtful attitude in reading and ability to interpret and relate the pictures and words read.	<ol style="list-style-type: none"> 1. Gives attention primarily to the meaning of what is read. 2. Uses readily the clues to meaning in the pictures that accompany the stories. 3. Relates the sequential events in the plot of a story. 4. Thinks about the content while reading, as shown by comments on the factual, humorous, surprising, and satisfying elements of a story. 5. Contributes supplementary and related ideas from personal experience.
(c) To develop a reading vocabulary of fifty or more words and the habit of recognizing them readily in thought units.	<ol style="list-style-type: none"> 1. Acquires a vocabulary of fifty or more words which he can recognize quickly and accurately in thought units. 2. Begins to note significant details of words.
(d) To develop good habits of recognizing and interpreting thought units of one or more lines in length in both silent and oral reading.	<ol style="list-style-type: none"> 1. Reads silently in sentence units with few or no lip movements. 2. Avoids pointing to words. 3. Follows lines readily from left to right. 4. Understands the meaning of simple sentences before reading them aloud. 5. Reads short thought units aloud easily, distinctly, and naturally.
(e) To develop ability to follow oral directions and to engage in activities which apply ideas secured in reading.	<ol style="list-style-type: none"> 1. Gives attention to directions and follows them conscientiously. 2. Makes effective use of important points and incidents of stories in dramatizations, the drawing of pictures, and other activities. 3. Sees relationships between the incidents in the stories read and his own experiences.
(f) To cultivate social attitudes desirable in a reading group.	<ol style="list-style-type: none"> 1. Listens thoughtfully and attentively. 2. Cooperates courteously, with due regard for the rights of others. 3. Feels pride and satisfaction in the successful accomplishment of group activities.
(g) To develop proper habits in the care and use of books.	Handles books easily, opening them and turning the pages carefully, and holding them properly in individual and group situations.

AIMS AND DESIRABLE ATTAINMENTS DURING THE PRIMER PERIOD

AIMS	DESIRABLE ATTAINMENTS
(a) To stimulate increasing interest in reading and to provide compelling motives for learning to read.	<ol style="list-style-type: none"> 1. Is eager to read the stories in the basic primer. 2. Reads voluntarily in various classroom activities when opportunities are provided. 3. Is eager to look at books on the reading table.
(b) To cultivate a thoughtful reading attitude, spontaneous interest in the content of what is read, and ability to follow the sequence of ideas presented.	<ol style="list-style-type: none"> 1. Engages under guidance in continuous, meaningful reading, desiring to find out how selections end. 2. Prefers to read rather than merely to look at the pictures or to have the teacher read the story to him. 3. Understands and enjoys the plots of the selections read in class. 4. Discusses freely what is read, asks questions about the ideas presented, and relates what is read to past experiences.
(c) To promote progress in anticipating meanings and in interpreting pictures and simple passages accurately.	<ol style="list-style-type: none"> 1. Identifies many new words through a thoughtful study of pictures and context clues. 2. Anticipates the sequence of ideas presented in a short story and predicts how the story will end.
(d) To develop ability to read story-type material for specific purposes.	<ol style="list-style-type: none"> 1. Reads for purposes, such as to learn the important incidents and characters in a story and to answer questions that require the reading of several lines.
(e) To develop a sight vocabulary adequate for reading material of primer level of difficulty.	<ol style="list-style-type: none"> 1. Recognizes rapidly in thought units a sight vocabulary of about 150-160 familiar words.
(f) To direct attention to initial consonants and a few of the more frequently recurring elements of words.	<ol style="list-style-type: none"> 1. Is aware of riming elements in words. 2. Recognizes the auditory and visual similarities in consonants occurring initially in words. 3. Recognizes small words within large words.
(g) To establish fluent left-to-right movement of the eyes in reading.	<ol style="list-style-type: none"> 1. Eyes move regularly from left to right in reading. 2. Makes the return to the beginning of the next line without help. 3. Reads run-over sentences fluently.
(h) To read orally with ease and fluency.	<ol style="list-style-type: none"> 1. Reads primer stories orally with natural phrasing, inflection, and cadence.
(i) To establish proper habits in the care and use of books of the primer type.	<ol style="list-style-type: none"> 1. Handles books easily, opening them and turning the pages carefully, and holding them properly.

AIMS AND DESIRABLE ATTAINMENTS DURING BOOK-ONE PERIOD

AIMS	DESIRABLE ATTAINMENTS
(a) To stimulate interest in an increasingly wide range of reading activities.	<ol style="list-style-type: none"> 1. Thoroughly enjoys reading during class periods. 2. Reads eagerly various announcements on the bulletin-board, summaries of group experiences, and other types of material used in the classroom. 3. Reads independently simple story material that is closely related in content and vocabulary to the Basic Reader.
(b) To promote ability to interpret the meaning of increasingly longer units of material.	<ol style="list-style-type: none"> 1. Reads under guidance increasingly longer units of material with evident absorption in the content and with a clear grasp of important points. 2. Reads simple informational material with clear comprehension of its meaning.
(c) To develop the habit of thinking about and using the content of what is read.	<ol style="list-style-type: none"> 1. Discusses stories with others, asks questions about them, expresses opinions concerning ideas gained from them. 2. Applies and uses new ideas in classroom activities and in solving problems. 3. Finds statements supporting a point under discussion.
(d) To develop motives for reading for different purposes.	<ol style="list-style-type: none"> 1. Reads silently for various purposes, such as to secure facts, to enjoy a story, or to follow directions.
(e) To increase the rate and span of recognition and to cultivate the habit of recognizing words rapidly in thought units.	<ol style="list-style-type: none"> 1. Reads easily and rapidly selections containing few or no new words. 2. Reads aloud in phrase units. 3. Reads silently with few or no lip movements, and no pointing.
(f) To promote rapid progress in recognizing words accurately and independently.	<ol style="list-style-type: none"> 1. Recognizes at sight a wide range of words. 2. Utilizes context clues and simple types of word analysis in identifying words which are familiar in sound and meaning, but not in appearance.
(g) To improve the quality of oral reading.	<ol style="list-style-type: none"> 1. Reads aloud fluently previously studied material, showing a clear interpretation of what the characters say and do. 2. Reveals a clear recognition of thought units in oral reading.
(h) To increase skill in the use of books.	<ol style="list-style-type: none"> 1. Uses table of contents in locating selections. 2. Finds specific pages in a book; handles books with care at the library table. 3. Holds the book properly for ease of reading.

Since many factors influence progress in reading, the amount of time required to achieve the aims and desirable attainments outlined on the preceding pages will vary widely among schools and individuals. It will vary with the attainments of the pupils at the time they begin to read, their capacity to learn, the provisions made in the daily schedule for reading activities, and the total amount of stimulation and guidance provided both in school and at home. It is of far greater importance for pupils to develop desirable attitudes and good basic habits in reading during Grade One than it is for them to complete any part of the suggested program in a brief period of time.

Promoting Growth in Thoughtful Interpretation

***Developing
background
for reading***

One of the important steps in preparing pupils to read a selection is to provide an adequate background of related experience. This is essential to insure vivid, meaningful associations with specific words and to increase understanding of the incidents or situations described.

Before pupils read a particular story, the teacher should try to establish a rich background of related ideas by such means as the following:

1. Providing first-hand experiences similar to those to be enjoyed in the story.
2. Encouraging children to discuss previous experience which will help in understanding situations described in the stories.
3. Discussing facts and ideas necessary for complete understanding of a story.
4. Telling to the children incidents or stories that serve as a background for stories to be read by them.
5. Studying pictures to develop specific concepts.



***Promoting
sustained
interest***

A second essential step is to cultivate and maintain genuine interest in reading. Unless pupils read eagerly, the results are meagre as measured either by the pleasure and the understandings derived or by progress in reading habits and skills. The activities suggested for developing a background are also very effective in promoting interest. Furthermore, the methods used in introducing lessons, the

questions asked as pupils read, and the comments made by the teacher as each lesson progresses should aid in arousing curiosity, in deepening interest, and in maintaining an attitude of eager expectancy. The following specific types of interest-sustaining methods are valuable:

1. Introducing an element of suspense in the preliminary development, that is, arousing curiosity as to the outcome or introducing a mystery to be solved by reading a story.
2. Establishing a specific motive for reading the story. For example, to find how a character reacted to a given situation.
3. Asking thought-provoking questions and making comments as the reading proceeds.
4. Closing a reading period by developing a strong motive for reading during the next period.

Associating
meaning
with words

As pointed out earlier, the richness of the meaning associations aroused in reading depends upon a background of familiar experiences.

Early reading materials should present stories or facts for which the child has a rich background of related experiences or which he can readily understand and appreciate through vicarious experiences. Under these conditions the associations established with words are far richer and more permanent.

The stories in the Basic Readers are based on familiar child experiences and concepts. The stories provide for extension and enrichment of these concepts, thus insuring frequent associations of symbols and meanings. In addition, the lesson plans in this *Guidebook* are rich in suggested methods for associating meaning with words. They provide for:

1. Association of vivid meanings with new words and phrases as they are presented on the blackboard during informal conversation.
2. Richness, permanency, and variety of association as new words are read in sentences which contain few or no other new words.
3. Meaningful repetition of familiar words in new context.



4. Opportunity for many language activities in which children's meaning vocabularies are extended and enriched.
5. Practice in making appropriate meaning association with certain types of words such as prepositions and conjunctions.

**Reading
in thought
units**

It is not sufficient, however, that pupils merely associate vivid meanings with separate words. It is even more important that they fuse these separate meanings into a sequence of related ideas. To this end the teacher should direct attention to the content of short units by various means. For stimulating pupils to read in thought units, the following procedures are suggested:

1. Presenting words in sentence and phrase units, particularly when words are abstract, as in the case of prepositions and conjunctions.
2. Directing reading by guiding questions which involve the reading of sentence units or simple thought units composed of several sentences.
3. Directing the rereading of simple thought units for a specific purpose.

**Anticipating
and relating
meanings**

As associations are aroused and meanings are grasped, they are organized into a sequence of related ideas that enables the child to grasp the plot of the story.

As pupils gain in power to follow the sequence of events and to associate related ideas, they begin to anticipate not only the next incident in the story, but also its final outcome or ending.

The following methods are useful to develop this type of interpretation:

1. Guessing what will happen next, and reading to see if the guess is correct.
2. Rereading a story for the purpose of relating the separate incidents into a story whole.
3. Organizing a series of sentences in the order of plot development.
4. Inferring and narrating action which might have occurred between the story episodes, but which is not pictured or described in the text.

**Recognizing
central idea**

Another step in good interpretation involves the ability to determine the central idea of a thought unit. Activities such as the following aid in developing this ability:

1. Reading and discussing page units of a story.
2. Identifying the major incidents in a story.
3. Identifying summarizing sentences.

**Reading for
different
purposes**

The preceding sections have considered the problems involved in grasping the important ideas of passages in the order in which they are presented in the story. Pupils must learn also to read for many different purposes, such as to answer thought questions, to compare or evaluate facts, to verify opinions, to compare characters and situations.

The mental steps involved in reading differ with the purpose. In order to answer the question, "What does this tell you about the kind of boy Peter was?" the reader has to recognize the literal meaning of the passage referred to (see page 26 of *Our New Friends*). Then he must select ideas that relate to the question asked and reflect concerning them until a decision is reached.

It is highly important that teachers stimulate pupils to engage in productive kinds of thinking while reading. Guidance should provide opportunities for the pupils:

1. To find and read the answer to a specific question.
2. To answer questions which require an inference from story facts.
3. To verify opinions by reading parts of a story.
4. To make comparisons.
5. To read for purposes which require the combining of ideas gained from reading and from experiences.
6. To infer certain traits of story characters.

**Using ideas
gained from
reading**

Pupils arrive at a high level of efficiency in reading when they use the information secured through reading in discussions, in solving problems, and in reacting to situations. For example, a child who becomes interested in repairing his own toys after reading the story "Old Toy Horse" is applying in his own behavior ideas gained through reading.

In all school activities, as well as during the reading period, the teacher should continually lead pupils to recall

and use ideas acquired from reading. Methods of encouraging the active use of ideas secured through reading are:



1. Providing opportunities for pupils to engage in activities similar to those of the story characters.
2. Comparing behavior of pupils and story characters in a given situation.
3. Playing games and engaging in dramatic play in which the pupils pretend to be the story characters.
4. Calling attention to life situations in which pupils face problems similar to those involved in story plots.

Developing Efficient Habits of Word Perception

*Aids to word
perception*

The fact is recognized that reading is essentially a process of thinking stimulated by written or printed symbols. It follows that one of the most important aids to the recognition of a word in reading is its meaning.

Underlying all guidance in word perception is the assumption that observation of general forms, distinguishing characteristics, and phonetic elements of words is synchronized with the meaning clue. The following statements present the authors' conception of an intelligent method of word or phrase perception:



1. Inference concerning the meaning and pronunciation of a word is gained from the context in order to fill the gap in the total meaning of the sentence.
2. Visual scrutiny of the word is often needed in order to discover clues to its recognition. The study of the form of the word may reveal similarities to a familiar word, distinguishing characteristics of specific words, or known phonetic elements.
3. The various meaning, form, and sound clues are fused in deriving the meaning and pronunciation of most words. This is done silently, as a rule, and more or less unconsciously.
4. The accuracy of the meaning and pronunciation thus derived is confirmed by its harmony with the total meaning of the sentence.

*Using
context
clues*

The text and illustrations of the Basic Readers were developed in such a manner as to give many opportunities for the child to recognize new words through the use of context clues. Such clues are presented in both the verbal text and

pictures. The verbal text introduces the new word in a setting of familiar words. By recognizing the meaning of these familiar words it is often possible to infer the one word needed to complete the meaning of the sentence. Often the picture suggests the appropriate meaning for a new word. In most cases the child fuses both picture and context clues as he encounters the new word.

To promote accuracy in relating meaning and word form, the teacher should provide training in the recognition and use of specific context clues. The following types of procedure are suggested in this *Guidebook*:

1. During the "Preliminary Development" of each lesson, new words are presented in contextual settings. Sentences, phrases, or words are written on the blackboard as they are used by the pupils or teacher during informal conversation or picture study.



At times the teacher gives an oral background and then presents the new word in a sentence, allowing the child to read the sentence independently and infer the new word from context. For example, after discussing what the clock tells us, the teacher says, "If the clock tells us it is time to go to school, and we are not ready, this is what we must do." She then writes the sentence *We must hurry* and asks the children to read it, giving them an opportunity to recognize the word *hurry* from oral and written context.

2. In each lesson plan the section headed "Guided Reading" offers suggestions for directing attention to meaning clues for words. Whenever possible, the child is given an opportunity to infer the new word from the context. For example, the child is led to anticipate and recognize the word *pocket* (on page 34 of *Our New Friends*) through the use of picture clues and contextual setting.
3. The "Related Practice" section of the lesson plans in this *Guidebook* and the exercises in the accompanying *Think-and-Do Books* present a carefully graded program to develop increasing ability in recognizing words from context clues.

Because of the unphonetic character of the English language, no known mechanical method of analysis is entirely reliable. As a result, the analytical study of the elements

of a word must be supplemented and checked by a study of its meaning in the particular sentence in which it is used. For example, "He wanted to *come* to the boy's home." The recognition of words through a study of the context is very important, and is emphasized concurrently with the teaching of the various forms of word analysis. This plan promotes good habits of interpretation and reduces the danger of too much emphasis on the mechanical analysis of words which often results in word calling.

Distinguishing word forms

As the stock of sight words increases, some provision must be made to aid pupils in discriminating and retaining words. They should be induced to scrutinize details of each word in order to distinguish one sight word from another just as they distinguish one person from another. The first visual impression of a word may be general. In order to insure accurate recognition and retention, one or more significant characteristics must be noted. It has been observed that, in addition to the use of context clues, pupils identify sight words by such devices as:



1. Noting gross differences in general form: for example irregularity of contour in the words *splash* and *puppy*; length of the words *valentine* and *umbrella*.
2. Noting characteristic similarities and differences in words of very similar form, such as *went*, *want*; *run*, *ran*; *saw*, *was*.
3. Noting specific parts of words somewhat similar in sound and form, as *let*, *pet*, *get*; *has*, *had*; *them*, *then*.

Although some of the methods described above may ultimately prove inadequate for both mature and immature readers, a keen eye for the general form and peculiar characteristics of words is as helpful as a knowledge of phonetic principles. This is particularly true of words like *your*, *neighbors*, and *through*, which are not completely phonetic.

Phonetic analysis

In addition to the aids to word recognition referred to on previous pages, attention is directed in the lesson plans in this *Guidebook* to various types of phonetic analysis of words.* This type of analysis is a valuable aid in recognizing

* A complete Index of Lessons in Phonetic Analysis may be found on pages 443-444 of this *Guidebook*.

ing new words that are familiar in sound, but not in appearance. It also aids in discriminating between known words that are similar in form. It is obvious, for example, that ability to recognize the sound and appearance of the letters *s* and *d* is of distinct help in discriminating between *has* and *had* in sentences such as *He had a ball. He has a ball.* Likewise it is evident that children who are aware of the similarity in sound and appearance of the words *well* and *fell* will more readily recognize *tell*.

In this basic reading program the use of visual and auditory word analysis has been greatly simplified. The elaborate emphasis of earlier decades on so-called "families" of word elements, known as the phonogram method, has been omitted. At the early levels in this program training in phonetic analysis consists of comparisons of known words which contain elements that look alike and sound alike. As the pupil acquires understanding of certain phonetic principles, guidance is provided which enables him to apply his knowledge in the recognition of new words. At all times the use of context clues is emphasized concurrently with the teaching of various forms of word analysis.

Instruction in phonetic analysis is based on the following guiding principles:

1. Word elements are emphasized only after pupils have learned to note similarities and differences in the general form and appearance of sight words. For example, pupils are not taught to recognize the sound of the letter *m* until they begin to notice that such words as *mother*, *mew*, and *may* begin alike.
2. Visual recognition of a word element is not taught until pupils have had auditory training in noting the specific sound element in spoken words. For example, they should be able to give a series of words in response to such directions as, "Tell me some words that begin like *see*."
3. Word elements are taught by directing the pupils' attention to them in familiar sight words. For example, the sound of *ay* may be derived from the known words *day*, *way*, and *say*.
4. The elements are introduced in their natural setting as parts of word wholes. Words containing common



phonetic elements are written on the blackboard for use in visual-auditory training.

5. Words are pronounced as wholes in order that the appropriate sounds and the natural blend of the elements may be given distinctly but not distorted. For example, when the initial consonant is changed serially to make the words *let*, *pet*, *met*, pupils pronounce the words clearly without undue emphasis on either the vowel or the consonant elements.
6. The application of the various phonetic elements is emphasized when they are taught. Continual guidance is given in the independent use of each element. For example, recognition of the sound of *t* is used in the following types of situations:
 - a) Distinguishing between such words as *to* and *do*
 - b) In reading sentences which contain such new words as *took* and *tell*.
 - c) Recognizing new words of a given phonetic type after a comment such as "*Town* looks like the word *down*. Where is it different?"
7. In attacking new words, both sound elements and meaning clues are used. For example, the new word *fell* first appears in the phrase "*Down he fell.*" The pupil carries to it a meaning clue which indicates *came*, *went*, or *fell*. Therefore, he does not need to sound out serially all the elements of the word, but merely to note the initial *f* or its similarity to *well*. Thus, the welding together of meaning and partial sound clues results in rapid inference and recognition of many words.
8. The choice of elements and the number to be taught are governed by immediate usefulness in reading. It is not advisable to attempt to store up phonetic knowledge for the needs of the future, since a skill deteriorates with disuse. Therefore, during the early stages in learning to read it is unwise to teach the elements that will not be needed until a later level. The elements taught should be selected on the basis of the need for them in the books read at that level.
9. The amount of time spent in studying word elements should vary with individual needs. It is likely that pupils who have just learned the English language, those who do not readily see details of words, and those who cannot discriminate between sounds will need to have a daily practice period for auditory or



visual word study. A complete index of lessons on phonetic analysis is given on pages 443-444 of this *Guidebook*.

The scope of the developmental program in word perception during Grade One is outlined below:

Pre-Reading Period. The training provided during this period prepares for:

1. Associating meaning with word forms by promoting the ability to associate appropriate meanings with words as they are heard or spoken.
2. Distinguishing and remembering word forms by promoting the ability to:
 - a) Distinguish likenesses and differences in the forms of pictured objects.
 - b) Remember the forms of pictured objects.
3. Simple phonetic analysis by promoting the ability to:
 - a) Distinguish between initial sounds in words.
 - b) Identify riming words when they are heard.

Pre-Primer Period. The training provided during this period promotes ability in:

1. Using context clues:
 - a) As an aid in associating meaning with known word forms.
 - b) To identify the appropriate sight word necessary to complete the meaning of a sentence.
 - c) As an aid in recognizing singular and plural forms of identical words.
2. Distinguishing word forms:
 - a) By detecting likenesses and differences in the gross configuration of sight words.
 - b) By noting outstanding characteristics of sight words.
 - c) By remembering the form of sight words in either capitalized or uncapitalized initial letter forms.
 - d) By discriminating between the singular and plural forms of identical words.
3. Using simple phonetic analysis:
 - a) To identify riming words when they are heard.
 - b) To recognize the similarity in sound of a series of words beginning with the same consonant, such as, *day, do, duck*. The following consonants are used: *s, d, t, p, b, j, w, c, g, m, n, and h*.

Primer Period. Training during this period provides for mastery of, and growth in, the use of all the abilities developed at pre-primer level. In addition, provision is made for promoting ability to:

1. Use context clues:
 - a) As an aid in recognizing word variants formed by adding the letter "s" to sight words.
 - b) As an aid in discriminating between sight words which are much alike in sound and form but not in meaning.
 - c) To infer a word which is familiar in sound but not in appearance.
2. Distinguish word forms:
 - a) By fixing attention on some peculiar detail.
 - b) By identifying characteristic similarities and differences in words of very similar form.
3. Use phonetic analysis:
 - a) To recognize and relate the sound and appearance of the following consonants when occurring initially in words: *h, b, p, s, m, n, d, t, th, w, wh, g, c, j, f*.
 - b) To identify the similarity in sound and appearance of sight words which are alike except for the initial consonants.
 - c) To recognize "small words" in longer words.*
 - d) To recognize words formed by adding *s* to sight words.



Book-One Period. The training during this period provides for mastery of, and growth in, the use of all of the abilities developed at pre-primer and primer levels. In addition, provision is made for promoting ability to:

1. Use context clues:
 - a) To recognize words which are familiar in sound but not in appearance.
 - b) To check on pronunciation derived from phonetic analysis.
2. Distinguish word forms by noting specific letters in words.

* This applies only to small words which can be heard as well as seen. For example, it applies to *at* in *cat*, but not to *here* in *there* or *at* in *came*.

3. Use phonetic analysis:

- a) To recognize a new word which is like a known word except for the initial consonant.
- b) To recognize the sound and appearance of the following consonants when occurring in the final position in words: *l, t, m, n, d, s*.
- c) To recognize a new word which is like a known word except for the final consonant.
- d) To recognize the sound and appearance of the word variants *ed* and *ing*, and to recognize words formed by adding these endings to sight words.
- e) To apply the recognition of "small words" in longer words in attacking unfamiliar words.

4. Recognize two-syllable compound words made up of two sight words.

Promoting Good Oral Reading

Values of oral reading

Oral reading has often been neglected during recent years, or taught very poorly. It is essential that pupils learn to read aloud easily and naturally.

Oral reading is a valuable aid in developing basic reading habits in the early grades because:

1. The spoken word aids the child in associating vivid meaning with the printed symbol.
2. The basic habits involved in silent and oral reading are very similar, particularly in the early stages of learning to read.
3. Oral reading serves as a check on the accuracy and completeness of recognition. In this connection it has distinct diagnostic value.

The enriching and aesthetic values of oral reading should not be underestimated. They include, among others:

1. The social attitudes that develop from the practice of sharing literary experiences and from pooling opinions and findings.
2. The development of an appreciation of elements of style, such as rhythmic patterns, refrains, and cadenced use of words.
3. The development and refinement of general language habits and the enlargement of speaking vocabulary.



4. The improvement of pronunciation and enunciation.
5. The development of ability to group words in thought units when reading, and the ability to vary the inflection and rate of oral reading according to the meanings implied.
6. The ease, poise, and confidence that develop in reading aloud before an audience.

Before reading aloud, children should read silently to secure a clear grasp of the meaning and to become thoroughly familiar with the vocabulary. The teacher should not accept oral reading which indicates lack of preparation.

Motivating oral reading

Strong motives for the oral rereading of stories or passages from them can be developed in connection with such activities as: (1) verifying details found in a part of a selection; (2) rereading to enjoy humorous, climactic, or conversational parts; (3) rereading descriptions of places and characters; (4) reading parts to prove points questioned by other members of the group.



Although attention to the content of what is read is the most important factor in conveying meanings effectively, imitation of good models aids in improving the quality of oral interpretation. The teacher should be a good oral reader and should read to the pupils frequently to promote appreciation of style and to improve the quality of the pupils' reading.

Reading to an audience

The elements of good audience reading can be developed most effectively through close cooperation of reader and audience. The pupil should not be made conscious of an audience until he is well prepared to read a complete plot incident or an entire story. He should not attempt audience reading except when he is well prepared for reading and has a motive for reading to others.

The following guides should be kept in mind:

1. A good reader understands and presents clearly the content of the selection.
2. He speaks as he thinks the characters in the story talk.
3. He groups his words well in thought units.
4. He can always be heard, but he does not read too loudly.



5. He controls his rate of reading according to the kind of content he is presenting.
6. He pronounces words accurately and speaks clearly.

During oral-reading periods, the listener should be judged by the following standards:

1. A good listener gives quiet, courteous attention.
2. He encourages the reader by showing appreciation of story incidents and of the reader's best efforts.
3. He asks questions if necessary after the reader has finished.

Providing for Individual Differences

It is of major importance that teachers study the progress and difficulties of their pupils regularly and keep informed concerning their individual needs. One of the best means of doing this is to observe pupils regularly, using the outline of aims and desirable attainments as a guide. (See pages 101-103 of this *Guidebook*.) If the facts secured in this way are recorded on a separate sheet for each pupil, they can be studied to great advantage.

In addition, the teacher should use the following types of informal checks:

1. **Comprehension checks.** The teacher should carefully observe the pupil's response to certain exercises in the *Think-and-Do Books* and in this *Guidebook*, which are especially designed to promote good habits of interpretation. Exercises which may be used as simple checks on comprehension are those which call for answers to thought questions; require the child to select a phrase or word which correctly completes a sentence; involve the recall of related ideas; involve the organization of sentences in proper sequence; and require care in following directions.
2. **Word-recognition tests.** It is important to know how pupils attack new words, as well as how thoroughly they have mastered the sight vocabulary. The following types of word-recognition tests are provided.
 - a) Each *Think-and-Do Book* contains word-recognition tests, which are duplicated in this *Guidebook* in order that teachers who do not use the *Work-Book* may take advantage of them. Directions for



administering these tests and suggestions for interpreting results are given in this *Guidebook*.

- b) In addition to the word-recognition tests, the *Think-and-Do Book for Our New Friends* contains two word-attack tests. These tests are designed to aid the teacher in making a diagnosis of the pupil's ability to apply the types of phonetic analysis which training has been given at this level.
 - c) Informal word-perception and word-attack tests are suggested at intervals in this *Guidebook* and the *Think-and-Do Books*. Checks, such as those found on pages 159 and 198, test the mastery of sight words. Informal word-attack tests, such as those found on pages 63 and 73 of the *Think-and-Do Book for Our New Friends*, check the pupil's ability to recognize new words in context.
3. **Oral-reading tests.** Should the teacher suspect memorization or inability to recognize words in new contextual situations, an individual oral reading test may be constructed from words that have been presented in reading. The new stories found in the *Think-and-Do Books* and in this *Guidebook* may be used for this purpose.

Providing for individual needs

As shown by observation and the use of informal tests, pupils vary greatly in rate of progress in the early stages of reading.

The types of pupils who require special attention are listed below. If careful diagnoses are made during Grade One and appropriate instruction given, many serious reading deficiencies can be prevented.

1. **Pupils who have difficulty in accurate word recognition.** This type of difficulty may be due to an organic defect in sight or hearing. If possible, the teacher should supplement her observations by skilled clinical diagnosis to determine if the difficulty is organic, or if it is due to inadequate habits of attention. Frequently, children with organic defects exert so much effort to compensate for their handicap that strain, anxiety, and irritability result. For such pupils the teacher should make every effort to ease this strain. These pupils should be seated in the most advantageous position possible and should be excused from any type

activity that will result in unusual visual or auditory strain. If the difficulty is not due to organic defects, the teacher can do much to prevent or remedy it at early levels. The following types of pupils should receive special attention:



- a) *Pupils who do not hear words accurately.* If the pupil evidences poor habits of auditory discrimination, the auditory-discrimination exercises suggested in this *Guidebook* should be amplified. The Related Practice section of this *Guidebook* and the *Think-and-Do Books* are also rich in suggestions for practice in auditory discrimination.
 - b) *Pupils who do not see the details of words accurately.* If the pupil evidences poor habits of visual discrimination, the teacher should revise and amplify the lessons suggested for the pre-primer and primer periods. Training in accurate visual discrimination is emphasized in the Related Practice sections of the lesson plans in this *Guidebook* and in the *Think-and-Do Books*. If the pupil has difficulty with this method of word recognition, the teacher should note carefully the suggestions given in the *Guidebook* and provide further practice.
2. *Pupils who find it very difficult to associate meanings and symbols.* As a rule, vivid impressions should be made through as many avenues as possible—namely, the eye and the ear and often through motor activities. For example, the value of extensive preliminary discussions, dramatic activities, study of pictures, and comments about the meanings of words in different contextual settings cannot be over-emphasized. In the lesson plans in this *Guidebook* and in the *Think-and-Do Books* there is a wealth of suggestions for promoting vivid association of meanings and symbols. The Related Practice sections of the lesson plans provide exercises to give practice in extending meanings and in associating specific meanings with somewhat abstract words, such as conjunctions, adverbs, and prepositions. These exercises present such words in contextual settings and are designed to force specific meaning associations while reading.
3. *Pupils who read slowly without grasping words in thought units.* Such children should do much rereading and scanning of simple, interesting selections for



specific purposes. The teacher may say or write sentence and ask the pupils to locate it in the book and read it orally. Particular attention should be given to motivating the rereading of the story for specific purposes. These children should also be given additional help and practice in the rapid reading of sentence and phrase units. Both the Related Practice sections of the lesson plans in this *Guidebook* and the *Think-and-Do Books* offer a wealth of exercises which require the reading of phrase and sentence units.

4. *Pupils who fail to direct their attention to the content.* A great variety of questions and directions is often necessary in such cases. The questions and comments suggested in the lesson plans under "Reading from the Book" are designed to sustain interest, direct attention to the content, and promote habits of thoughtful interpretation. By careful study and skilful use of these suggestions, the teacher can do much to prevent difficulty and to stimulate interest in the content.
5. *Pupils who have difficulty in the production of speech sounds.* If pupils have difficulty in the correct production of speech sounds, the *Speech Improvement Cards* are recommended.

The *Speech Improvement Cards* include both test and re-training material. The test cards are organized to test those sounds most frequently difficult for children. Attention is called to the sound as it occurs at the beginning, middle, and end of words. Record blanks are provided for recording speech deviations.

Re-training material is provided for use after the diagnosis of difficulties. The *Speech Improvement Cards* and accompanying materials provide a practical, convenient and interesting program for classroom use in improving the speech of young children.

If a pupil has an organic speech defect or evidences signs of stuttering, the teacher should exert effort to help the child make a satisfactory social adjustment. She should, in so far as possible, create an environment free from strain and nervous tension. For further suggestions see the manual for the *Speech Improvement Cards*.

Nature and Use of the Basic Reading Program

Significant Features of the Books

Content

In preparing these Basic Readers effort was made to select content which would utilize child interest, promote meaningful interpretation, and make learning to read a pleasurable activity. The stories are based on children's actual experiences or are closely related to their probable experiences. The stories centre about characters and things that children know and like—the family having fun in play and work activities in the home and enjoying experiences at the farm, children playing with pets and toys and having fun with friends at home and at school. To such stories the pupils can bring a wealth of background ideas which not only reënforce interest but help to sustain it.

Some stories which extend children's experiences outside their environment are included. These stories satisfy inquiring minds and develop alertness for new problems.

In *Our New Friends* fanciful stories and folk tales reach out into the realm of "make-believe." These stories stimulate the imagination, deepen appreciation, and extend the child's interest and pleasure in reading.

Organization

All of the stories are characterized by good plots that involve humor, surprise, unexpected outcomes, and satisfying conclusions.

Although each story is short and has a distinct and separate plot of its own, it is related in content to the central



theme of the book, as well as to the theme of the particular group of stories to which it belongs. Frequently, incidents in one story are closely related to, or grow out of, episodes presented in a previous story. This continuity in their characters, and settings enlivens and sustains interest.

*Picture and
verbal text*



Provision for promoting growth in meaningful interpretation is inherent in the verbal text and pictures in the series of Basic Readers. At pre-primer level the story plots are made clear through the use of pictures. At primer level the verbal text gradually assumes more of the responsibility of carrying the plot. In *Our New Friends* the plots are enriched and interest is heightened through picture study, but many of the stories could be read meaningfully without pictorial aid. Whereas at earlier levels episodes were pictured without being described, at this level the verbal text describes incidents and episodes which are not pictured. Pictures must frequently be interpreted in the light of the verbal text; at times, therefore, reading the page precedes the picture study.

The text is planned to develop reading on an increasingly higher level of maturity. The amount of verbal text on one page increases gradually until the introduction of the first full page of text. Longer and more varied types of sentences lead up to the introduction of a simple two-sentence paragraph.

The verbal text contains increasingly mature language patterns, but at all times it fits naturally into the everyday speech of children. To enhance the reality of the material, child idioms have been preferred over traditional literary patterns, particularly in conversational passages.

*Elements
of style*

From the first Pre-Primer to the last books in this Series the style is a significant feature of every story. The limited vocabulary of the early books is compensated for by a cadenced use of words which makes a pattern that is pleasant to hear and easy to read. Indeed, the sentences are cast into the natural divisions of speech and could be correctly read if there were no punctuation.

Throughout the books the style promotes natural oral reading and accustoms the child to the sight and sound of prose that has vigor and grace.

eatment
meaning
cabulary

The material of the Basic Readers provides abundant opportunities for extending and clarifying the meanings of words. However, no attempt is made to limit the number of meanings of a word if the appropriate meanings are already familiar to most children. Usually a word is first presented in its most common meaning; thereafter variant meanings are used as needed. For example, variations in the meanings of the word "time" are found in the following sentences taken from *Our New Friends*: "Soon it was time to go home," "See what time it is," "I have time to stop," "It was her time to feed the pets," "This time he saw something blue," "We had a good time at your party."

Careful planning to provide significant settings for variations of word meanings is evidenced throughout the books. The stories are so written that children are led to interpret printed symbols in terms of specific meanings.

The vocabulary of the Basic Readers had its origin in the choice of children's common activities, experiences, and concepts that underlie the stories. The word list has developed from the stories in the book. No attempt has been made to fit the content to any particular word list, although various word lists have been used as a check upon the efficiency of the total vocabulary.

Significant Features of the Work-Books

There are three *Think-and-Do Books* for use during the first grade: one for the Pre-Primers, one for *Fun with Dick and Jane*, and one for *Our New Friends*.

The *Think-and-Do Books* are an essential part of the core material of the Basic Reading Program. Their emphasis on the interpretation of meanings rather than on the mechanical aspects of reading gives them a unique place among materials designed for independent use by the pupil. The increased amount of contextual practice developed in the expanded materials of the Basic Readers has enabled the authors to give this attention to problems of meaning in the related Work-Books.

The *Think-and-Do Books* are closely related to the Basic Readers in content, vocabulary, and sentence structure. They not only include the meaning associations found



the text, but expand them so that children are gradually led to make generalizations. The Work-Books clarify the meanings of words, particularly the abstract words which cause difficulty in early reading experiences. They also have an important function in developing the ability to read for different purposes.

Most of the exercises present problems in thinking rather than mere matching and drill exercises based on words or phrases. Particular emphasis is given to those abilities that function in thoughtful interpretation, such as:

1. Seeing relationships in combined picture and verbal texts.
2. Classifying according to simple criteria.
3. Making inferences and judgments.
4. Using information gained through the study of pictures and verbal text.
5. Identifying summarizing sentences.
6. Recognizing the appropriate sequence for thought units.
7. Finding in verbal text statements which give appropriate answers to specific questions.



The exercises in word perception in the *Think-and-Do Books* parallel closely the developmental program in word perception presented in this *Guidebook*. Most of the exercises in word perception provide opportunity for the pupil to apply the various techniques which have been emphasized in the development program. These exercises promote the ability to use context clues, study of word form, and phonetic analysis in recognizing words familiar in sound but not in appearance.

One or more pages in the *Think-and-Do Books* parallel each story in the Basic Readers. The page references on each page of the Work-Book indicate that after this page of the corresponding Basic Reader has been read, no vocabulary difficulty will be encountered in the Work-Book page.

Significant Features of the Guidebook

Organization of the lesson plans

In order to promote understanding and to heighten enjoyment, the stories in the Basic Readers are organized in

groups according to the dominating theme of the story. This organization is followed and more fully developed in this *Guidebook*.

When a unit theme is introduced, an over-view of the characters, settings, and activities presented in the stories is given. This is followed by suggestions for arousing interest and developing readiness to read the unit.

At the close of the lesson plans for each unit suggestions are made for organizing and summarizing the ideas secured through the reading of the unit.



Steps in the Lesson Plans

In order to make the essential steps stand out clearly, the detailed lesson plans are organized under the headings "Preliminary Development," "Reading from the Book," "Related Practice," and "Correlated Activities."

With some groups, more than one day may be required to complete all the steps included in a lesson plan. Suggestions are made for dividing some of the longer stories into two units for use with such groups. The rereading of the entire story and the practice activities may be used as a separate lesson if necessary. Any Work-Book exercise provided for a given unit of work may be used as soon as the corresponding vocabulary has been introduced. For a division of lessons such as that suggested above, the teacher should make a division of pages in the *Think-and-Do Book*, using as her guide the suggestions for use given on each page of the Work-Book itself.

The Preliminary Development of a Lesson

Presenting vocabulary

The aim of the preliminary development is preparation for fluent reading. Fluency implies thoughtful as well as accurate reading. It is important, therefore, that before pupils begin to read, they should acquire interest in the content and become familiar with the basic concepts involved, as well as with the vocabulary and modes of expression used. Accordingly, the reading vocabulary to be

presented is used in preliminary informal discussion, during which the teacher writes the words and phrases on the blackboard. The new words, meanings, and phrase patterns are presented during the discussion, thus providing a direct association between the word symbols and meaning.

Checking the presentation

In some lesson plans, at the close of the discussion the pupils are asked to identify new or difficult words by various procedures clearly set down in the lesson plan.

NOTE: Ease in recognizing the words will contribute to the children's enjoyment of the story. However, emphasis on vocabulary during the preliminary development should be short to prevent loss of interest and attention.

The preliminary development should be continued only until the word forms and appropriate meanings are clearly *recognized*. The vocabulary will be mastered through reading. Additional drill can be provided later in harmony with the needs of individual pupils.

Reading from the Book

Guided reading

In terminating the preliminary development, a definite motive for reading the story should be suggested; for example, "Now we will read the story to find out who will ride with Peter."

Comments to be made and questions to be asked during the reading of each page are suggested. These comments and questions are designed to aid in developing habits of thoughtful interpretation. They serve to arouse and sustain interest, and direct attention to the content. Specific purposes for reading are suggested. Interesting and appreciative comments about the events or characters of the story are introduced.

All material should be read silently before it is read orally. When pupils are reading silently, the teacher should help them with word difficulties. Assistance during silent reading promotes fluent oral reading.

Rereading

After the guided reading, each story is read again. Suggestions for motivating the rereading are provided; for example, to enjoy the story as a whole, to identify summarizing sentences, to find answers to questions that the children have raised, to read the parts liked best by in-

dividual pupils, etc. Frequently, the teacher should read portions of the story to the children so that they become aware of, and appreciate, certain style patterns.

Extending interpretation



Interpretation of the story is extended by discussions which aid the child in combining what he has read with his past experience. Pupils are given an opportunity to discuss the story, compare it with others they have read and with their own experiences, recall how given characters acted in this story and in other stories, and decide what kind of person a certain character is. Thus, understanding and appreciation of characters, plot, and action are extended.

Related Practice

A systematic developmental program to establish the skills essential for early levels of reading is provided jointly by the *Think-and-Do Books* and by Related Practice sections of the lesson plans in this *Guidebook*.

This program is designed not only to fix word forms and meaning associations, but also to promote the development of such essential skills and abilities as the following: ability to find the central idea; to arrange events in sequence; to read and follow directions; to recall and use story facts; to do certain types of thinking, such as generalizing, classifying, relating ideas, making judgments, drawing inferences, and solving problems.

In addition to the skills and abilities mentioned above, a carefully graded program of lessons in word perception is suggested.

Since the amount and kind of training will vary with individual pupils, many Related Practice sections suggest exercises for individual practice. It is expected that each teacher will use the suggestions offered here as a basis for planning the practice that will best fit the needs of individual pupils.

Each Related Practice section makes reference to one or more pages of the accompanying Work-Book. The use of this material is discussed on pages 123-124 of this *Guidebook*.



Correlated Activities

The activities suggested in this *Guidebook* are designed to extend pupils' experiences, to stimulate good thinking and to provide opportunities for creative expression.

Skilful teaching of reading should lead the child to engage in activities which use, apply, and extend the interest ideas, and information gained while reading. Numerous suggestions in this connection are included in the lesson plans. Such activities do much to heighten and sustain interest, to promote language abilities, and to develop readiness for reading on succeeding levels.

Experience records

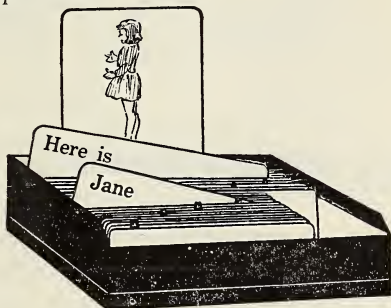
Records of children's experiences are especially valuable at early levels. These records should be written on the blackboard when the need or opportunity for a very interesting written record arises. Those that have some permanent value may then be printed on charts. Since the stories in the earlier books of this series are based on experiences that are common to most children, it will be relatively easy to prepare records that relate to familiar experiences. The teacher should guide the discussion so that the sentences in the record are short and contain only a few new words. The experience chart should contain only a few sentences, which are printed legibly with well-spaced words and lines. The preparation of such charts is suggested from time to time in the lesson plans.

Independent reading

An important phase of the correlated activities suggested for *Our New Friends* is that which involves independent reading of simple story material from other books. In this section of the lesson plans, reference is made to the Bibliography on pages 436-441 of this *Guidebook*, which lists selections that are closely related in content and vocabulary to specific stories in *Our New Friends*. Words which have not been presented in the Basic Readers are noted following each selection so that the teacher can provide a supplementary reading program adapted to the abilities of individual pupils. Based on books of pre-primer and primer difficulty, many of which will already be at hand in most schools, this Bibliography outlines a practical program of independent reading.

Teaching Equipment

The teaching equipment for use with the Basic Readers is strikingly practical and convenient. Teachers will save time and increase their teaching efficiency by the use of certain units as advised in this *Guidebook*. This equipment includes the following items: (1) the Unit Card Set, (2) the Pocket Chart, (3) *Our Big Book* and Holder, (4) the Speech Improvement Cards.



The Unit Set: Pre-Primer and Primer Cards

All the card materials for the Basic Pre-Primers and Primer may be obtained in one box. This Unit Set includes the following materials:

Picture Cards. This is a set of fourteen cards (7×12 inches) printed in color, illustrating such words as *Dick, Jane, Baby, Father, Mother, Spot, ball, car*, and other words introduced in the Pre-Primers and Primer. The cards may be used in practice exercises and for illustrating the stories built on the pocket chart.

Pre-Primer and Primer Word Cards. The Unit Set contains cards for each of the 158 words of the Pre-Primers and Primer. The words are printed at the left on each of these cards in order that they may be used for sentence or phrase building. Forms containing capitalized initial letters and *s* endings are on the reverse side. There are also several cards containing *s* only and one or more duplicate cards for most of the words. These will assist greatly in building sentences and stories on the pocket chart.

Pre-Primer and Primer Phrase Cards. The Unit Set also contains phrase cards of the most useful word groups of the Pre-Primers and Primer. The phrases are printed at the left of the card, since they are intended primarily for use with the word cards in the building of sentences and story units.

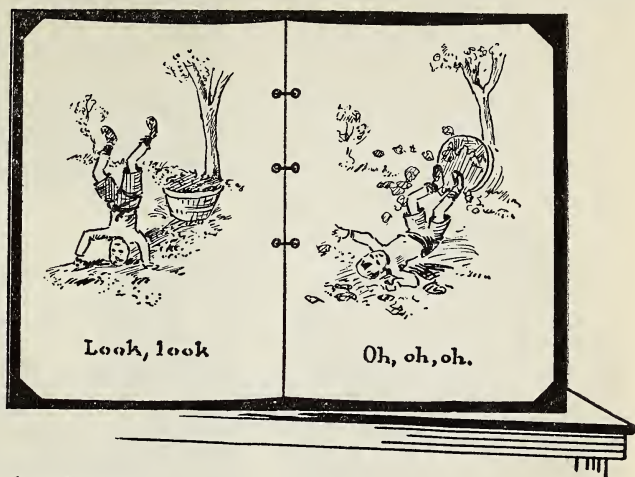
Guide cards are provided for use in filing both the word and phrase cards alphabetically. The phrase cards are found in the back of the box. The numbers of the word and phrase cards needed to present the developmental units in the Preliminary Development and the exercises in the Related Practice sections are given at the beginning of each lesson plan.

NOTE: Word and phrase cards for the Pre-Primers and Primer are also available in a Rural-School Card Set. In this set the words and phrases are printed in smaller type on sheets of cardboard 9 x 11 in size, to be cut apart by the teacher.

Look Dick
Look Jane
Look and see
Look and see Baby

The Pocket Chart

This is a device for holding word, phrase, and picture cards as sentences and larger reading units are built. Much supplementary reading in the early stages is obtained through the use of these materials. Also, many practical exercises involving their use are suggested in this *Guidebook*.



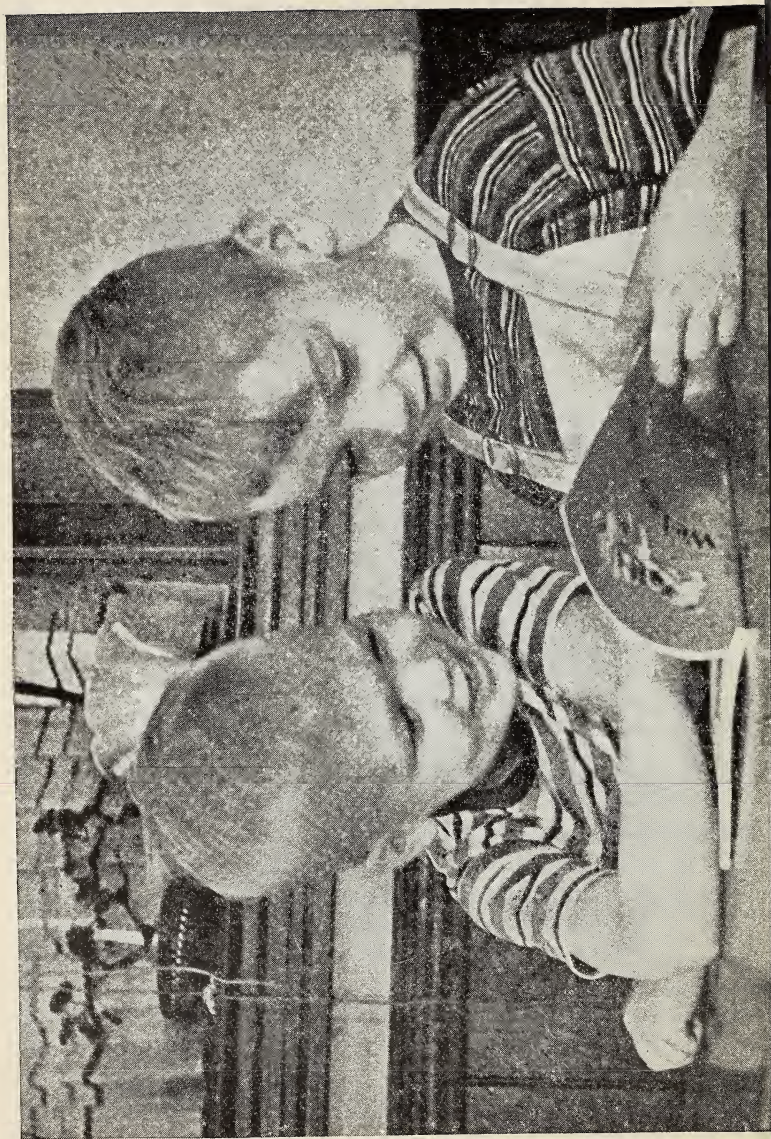
Our Big Book and Holder

This new type of chart (page size 20x26) duplicates, in full color, seven stories of the first Pre-Primer, *We Look and See*. Each four-page story is presented as a separate folder. A large book-cover is provided as a holder for the folders. Metal rings bind the sheets to the holder, and triangular corner pockets hold the pages in place when in use. Folding braces in the back of the holder make it possible to convert it into a portable easel, or it may be hung up in the conventional way.

The Speech Improvement Cards

The *Speech Improvement Cards* include both test and re-training material. The test cards are organized to test those sounds most frequently difficult for children. Record blanks are provided for the teacher to record speech deviations.

Re-training material is provided for use after the diagnosis of difficulties. The *Speech Improvement Cards* and accompanying materials provide a practical, convenient, and interesting program for classroom use in improving the speech of young children.



The Basic Pre-Primers

Significant Features of the Basic Pre-Primers

Content

Unusual effort was made in preparing the Pre-Primers, *We Look and See, We Work and Play, We Come and Go*, to select content that would make learning to read a pleasurable and challenging activity. The stories are closely related to the experiences of children in the home and their immediate environment. As a result the common work and play activities of children are emphasized.

Each story presents a sequence of events of unusual interest, has a simple but dramatic plot in which something unforeseen happens, and ends with an element of surprise or humor. Although each story is short and has a distinct and separate plot of its own, it is related in content to the central theme of the book. Continuity in theme, characters, and settings serves to enliven and sustain interest.

Pictures and verbal text

The story plots are presented and made clear through the use of pictures. In fact, the Pre-Primers combine pictures and verbal text in such a way that the pictures actually tell the story plot. Most of the facts relating to setting and action are given in the pictures. The verbal text consists of the things which the characters in the pictures say. The fact is widely recognized that dialogue and conversation appeal strongly to young children. Furthermore, pupils are more familiar with the language of conversation than of description. This characteristic of the verbal text adds not only to ease of comprehension but also to interest appeal.

The verbal text is related to the picture-story in the same way that the script in silent movies or the print in comic strips is related to the pictures. Taken together, the pictures and verbal text tell a real story with such rapid action and sparkle that lively interest is maintained.

The pictures, as well as the text, cultivate an inquiring attitude and a search for meanings. For example, the position of the characters in the pictures and their gestures indicate who the speaker is. It is quite natural, therefore, for the reader to become curious concerning what is said. Furthermore, the attitudes of the characters and their facial expressions suggest to the reader the words or sentences of the speaker. Thus the picture aids the reader in quickly associating both the correct meaning and the oral symbols with the words of the printed text.



Organization
and
gradation

To simplify the beginning stage in reading, only one character speaks on a page of verbal text in the first two Pre-Primers. The speaker is clearly indicated in the illustration. In the third Pre-Primer, in which more than one character may speak on a page, the verbal text indicates the speaker.

Experience teaches that the easier the transition to reading and the simpler the vocabulary, the larger will be the percentage of pupils who learn to read easily and quickly.

The fact that the Pre-Primers form a sequence of increasing difficulty is in contrast to previous series, which provided a first pre-primer that increased rapidly in difficulty, followed by one or more pre-primers that used essentially the same vocabulary. The advantages of the new Series may be easily explained:

1. The first Pre-Primer is so simple throughout that it provides an encouraging start for the most timid beginner.
2. The child who really masters *We Look and See* has the opportunity to capitalize on his attainments as he goes through the other Pre-Primers.
3. The child who fails to master the first Pre-Primer will secure much reteaching in the early part of the second Pre-Primer, *We Work and Play*.

4. The third Pre-Primer again recognizes the needs of each pupil, provides reteaching, and advances all the pupils to the primer level.

/// This Series of Pre-Primers is also distinguished by its flexibility, which makes possible the adaptation of instruction to the varying needs of pupils. Some pupils are so well advanced when they enter beginning-reading classes that it is not necessary for them to read all of the Pre-Primers. Indeed it may be advisable for some to begin with the second or even the third Pre-Primer. Inasmuch as each succeeding book of the Series re-introduces and re-teaches all the words in the preceding books, pupils who read only the third book will have an opportunity to learn all of the vocabulary basic to the Primer. ///

Orderly Use of the Basic Pre-Primers

As a rule, pupils should begin with the first Pre-Primer and read each succeeding one in turn. This plan of sequential use is advisable for several reasons:

1. Each Pre-Primer has been constructed to make use in the early stories of all the vocabulary of the book that precedes it.

2. Each Pre-Primer provides for the basic development of all words, including those already introduced. A new beginning is thus possible for pupils who learn slowly, for those who have attended school irregularly, or for those who for any other reason have failed to attain a high degree of fluency in reading.

3. Very few new words are introduced in the early part of each book in this Series. The average and rapid learners will experience the satisfaction of reading fluently and enjoying thoroughly the stories in a new book with little preliminary word learning.

4. All the books of the Series are centred on the activities of the same characters. Cumulatively, each book develops readiness for the next one, not only in respect to vocabulary, but also in respect to the concepts and relationships of the ideas presented.



We Look and See

Content of the Book

Stories

The stories in *We Look and See* are related to common play activities engaged in by one or more children. Each story presents a play activity with a sequence of events of unusual interest to children, unfolds a simple but dramatic plot in which something unforeseen happens, and ends with an element of surprise or humor.

Theme of the book

In the first three stories the theme "look and see" is unfolded through the activities of Dick, Jane, and Baby. Each character performs a stunt for the others to enjoy. In succeeding stories the theme is broadened to include the discovery of something unusual, humorous, mischievous, or surprising. Since the stories relate to familiar play activities of young children, pupils will readily identify themselves with the characters and will heartily enjoy their activities and predicaments.

Procedures Used in Reading

Pictures and text together form the stories of *We Look and See*. The pictures tell what the characters are doing; the text tells what they are saying. Since the pictures present the action and plot development, the first step in reading is the interpretation of the picture. Using the technics that were developed in *Before We Read*, the child reads and *narrates* the action of the story from the pictures until he reaches the point of—"and then Baby said—." At this point in his thinking he reads the verbal text which completes the story. Interpretation of the story thus depends upon the child's interpreting the pictures and closely relating them to the verbal text.

Introducing the Book

Before beginning the introduction of the book, the teacher should select the picture cards of Dick and Jane and the word cards numbered 32 and 76 from the Unit Set. These cards will be needed during the introductory lesson.

Arousing
interest in
the book

To arouse curiosity concerning the content of *We Look and See*, children should be given the opportunity to look through the book, enjoy its pictures, and learn from them the general nature of its content.

Discuss with the pupils their experiences when playing with their brothers and sisters, with their toys, and with their pets. Then hold up a copy of *We Look and See* and say, "Here is a very interesting book that tells about a boy and a girl and their baby sister. It tells about their pet dog and kitten, too."

Hold the book before the pupils and turn the pages, making such comments as these: "Here is a picture of the boy. He is standing on his head. The boy's sister is putting on her skates. Their baby sister is playing with her father's big, black umbrella."

NOTE: If *Before We Read* was used, the characters may be called Dick, Jane, and Baby at this time.

After paging through the book in this fashion, ask the pupils if they all would like to have books and look at the pictures.

Directing
proper use
of the book

Before distributing the books, tell the pupils that they will want to take good care of them. Demonstrate how to turn pages one at a time, how to hold the book properly, and how to proceed in looking at it in an orderly way. For further details on handling books, see page 29 of this *Guidebook*.

Examining
the book

After distributing the books, hold up a copy and direct the pupils to find the page with Dick's picture on it. (If *Before We Read* has not been used, tell them that the first story is about a boy whose name is Dick.) Have them look at the name and pronounce it. Direct them to turn the page and look at the pictures on pages 4 and 5. Make comments or ask questions informally. After turning to page 6 and enjoying the incident shown there, call attention to the name *Jane* on page 7 and have the pupils pronounce it. Then permit the children to look through the book independently without further direction. Encourage them to discuss what they see and to point out the pictures they like best.

**Teaching the
names Dick
and Jane**

After the pupils have thoroughly enjoyed their first experience with the book, direct attention to the words *Dick* and *Jane* as follows: Display the picture cards of Dick and Jane and ask the children to recall and give orally the names. (For a description of the picture cards see page 129 of this *Guidebook*.)

Show the word card *Dick* or write the word on the blackboard, saying, "Here is the name of one of them. See if you can find it in the book." Help the children find the word on page 3 of the book and ask them to tell whose name it is. Then have them find Jane's name. Write it on the blackboard or show the word card after they find it.

Show in mixed order the word cards for *Dick* and *Jane* and their duplicates, or write the names several times on the blackboard, asking the children to say them as they are presented. Then have the children find in turn the name of one or the other and organize the names in two columns in the pocket chart; or the teacher may write them in columns on the blackboard as directed by the pupils.

Work-Book

Since page 1 of the Work-Book for *We Look and See* involves no reading, it may be used at this time if desired. For an explanation of procedures for the use of the Work-Book, see pages 123-124 of this *Guidebook*. For directions for introducing page 1, see the page itself and the Teacher's Notes on page 80 of the Work-Book.

Dick

(Pages 3-6)

NEW WORDS: *Dick look oh*

DEVELOPMENTAL UNITS: *Look look Oh oh oh Oh look*

WORD CARDS*: 32, 82, 95

PHRASE CARDS*: 55, 60, 62

Preliminary Development

**Presenting
vocabulary**

Recall that the children in *We Look and See* are doing funny things while at play. Tell the pupils that such things are called "stunts." Then say, "Before we read the story about Dick's stunt, I shall tell you some things he said. When he wanted Jane to look, he said, _____." Present the words *Look*,

* The numbers refer to word and phrase cards in the Unit Card Set and indicate the specific cards needed for this lesson plan.

look by writing them on the blackboard* or placing the phrase card in the pocket chart. Read the sentence aloud, sliding the hand rapidly from left to right to establish correct movements of the eyes along the line. Give the children time to look at the sentence carefully to gain a general impression of its form. There is no objection to having various children repeat words and phrases orally during this part of the preliminary development. In this first lesson remove a line after the children have read it several times and before a new one is presented, in order to avoid confusing the children with too many symbols.

NOTE: The word "present" as used in the lesson plans in this *Guidebook* indicates that the words should either be placed in the pocket chart or written on the blackboard.

"Then something happened. Dick was so surprised that he said, *Oh, oh, oh!*" Present the line on the blackboard or in the pocket chart and read it to the pupils. Have them look at it carefully and then read it aloud.

"Here is something else Dick said. I think you can read this line to yourself because it has two words we read before." Present *Oh, look!* and have the pupils read the line.

Checking the presentation

To check quickly the recognition of the words and sentences, say: "Now we will read everything that Dick said, but I will not tell you what the words are that I show you."

Present the developmental sentences in varied order and have them read. See page 126 for suggestions relative to practice during the preliminary development.

Reading from the Book

Guided reading

Place before the pupils the story about Dick in *Our Big Book*. If a Big Book is not available, distribute copies of *We Look and See* and help the pupils find the story.

NOTE: The first seven stories in *We Look and See* are duplicated in *Our Big Book*. This book should be used in the first reading of each of these stories. The Pre-Primer should be used in rereading each story.

* In presenting words on the blackboard, the teacher will find that manuscript writing is preferable to regular writing or to an imitation print. Manuscript leaves the letters separated and upright as in print, making them more legible. It permits greater speed than printing. Manuscript writing is not difficult to learn. It consists of straight lines and circles. Teachers who wish to learn how to write in manuscript will find considerable help in *How to Teach Print Writing* by Edith U. Conard and C. E. Stothers.

Page 3: "Here is a picture of Dick." Check to see if the children have found the right place. "I see a word under the picture. What does it say?" Have a child read *Dick*. "Yes, and this is a story about Dick. Let us turn the page and find out what he is doing."

NOTE: The teacher should guide the children in interpreting the action in the pictures. This aspect of the lesson is highly important, since the pictures really tell the story. For a further explanation of this technic see pages 25-27, 133-134, and 136 of this *Guidebook*.

Page 4: "What is Dick doing in this picture?" In addition to noting what Dick is doing now, lead the children to infer that Dick has been raking leaves. Also lead them to use the word "stunt" in referring to what is happening. For example, in this picture Dick is doing a stunt. "Dick is showing his sister Jane that he can stand on his head. The line under the picture tells what Dick is saying to his sister. Read it to yourself." After the silent reading have a child read the line orally.

Page 5: "Now let us look on this side of the book (indicating the right-hand page). What is happening? Do you think Dick knew he was going to fall?" Opinions may be volunteered, and the idea that Dick is surprised should be brought out.

"Read the line under the picture to find out what he is saying." Have the line read silently and then orally.

"Now let's look at the picture again. What do you think will happen next?" Lead the children to observe that Dick's feet are hitting the basket as he falls.

"Turn to the next page and find out what happens."

Page 6: "Doesn't Dick look funny! How do you know that Dick isn't hurt or unhappy?" Children need to see that Dick thinks his tumble is a joke in order that they may enjoy it with him. "The two lines on this page tell what Dick is saying. Find the line that tells the first thing Dick says." Have the line read silently. Then call on a child to read it aloud.

NOTE: As the pupils read from this page, see that their eyes follow the right line. At this stage in learning to read, encourage them to continue to look at the words as they read aloud, in order to reinforce the association between word form and pronunciation.

"Read to yourselves the next thing that Dick says." Then have the line read orally. To develop fluency, have individual pupils read the two-line unit. Watch the pupils' eye movements to see if the eyes move regularly from left to right.

**Rereading
pictures
and print**

"Now let's start with the first page of the story and read it all the way through."

Since the dramatic plot of the story is really carried by the pictures, in each oral rereading from the book the child should interpret and narrate the story as told by the pictures, as well as read the verbal text. Note that in this lesson the teacher is active in helping the pupils interpret both pictures and words. When the child reads orally the entire story, or a page of the story, he should interpret orally the picture content as a setting for the verbal text. For example, a child might read the picture and verbal text on page 4 in the following manner: "Dick has raked up the leaves in the yard and put them into a basket. He is showing Jane how he can do a stunt. Dick wants Jane to see him stand on his head, so he says, 'Look, look!'"

Relate the reading of this story to the next by saying, "Wasn't it fun to read about Dick? Tomorrow we will read about his sister. She does something funny, too." The reading of a story should never be finished with the trite command, "Close your books and take your seats."

Related Practice**Rebuilding
story to
match book**

To give practice in matching identical words in capitalized and small-letter forms, proceed as follows: Show word cards or write a list of words on the blackboard and say, "Here are all the words in our story. They are all mixed up. Let us see if we can make a story on the pocket chart (or blackboard) just as it is in the book."

The children may hold their books open or look at the story in the Big Book and dictate to the teacher page by page the lines of the story about Dick. The teacher rebuilds the lines on the pocket chart or writes them on the blackboard. After the building of each line, the children should compare it with the book. Represent on the chart only one page of the story at a time.

NOTE: It is important that a fair degree of mastery be achieved by all the pupils from the beginning. The teacher should note difficulties as they appear and regulate the amount of drill for individual pupils accordingly. Extra help should be provided for those who need it.

Work-Book

Use pages 1 and 2. For procedures in using the Work-Book, see the introduction to the *Think-and-Do Book*. For directions for introducing the exercises, see the respective pages and the Teacher's Notes on page 80 of the Work-Book.

Correlated Activities

Collecting pictures

To enrich and extend ideas gained in reading, a class collection of magazine pictures showing children doing stunts or in outdoor play activities may be started at this time.

Hearing poems

Read to the pupils such poems as the following, all of which will be found in *Sung under the Silver Umbrella*: "Autumn Fires," by Robert L. Stevenson; "September," by Edwina Fallis; "Autumn Woods," by James S. Tippet; "Cover," by Frances M. Frost; and "Down! Down!" by Eleanor Farjeon.

Jane

(Pages 7-10)

NEW WORDS: *Jane see funny*

DEVELOPMENTAL UNITS: *See see See Jane Oh see Jane Funny funny Jane*

WORD CARDS: 32, 50, 76, 82, 95, 119

PHRASE CARDS: 25, 55, 62, 73

Preliminary Development

Presenting vocabulary

"What did Dick do in the story we read yesterday? Who watched him?" Display the picture card of Jane and place the word *Jane* in the pocket chart or write it on the blackboard.

"Today we are going to read about Jane. Dick saw her skating very fast. This line tells what he said." Present the line *See, see*, reading it to the pupils. Then present *See Jane*, placing the sentence under the one already before the pupils. Permit them to study the new sentence and to read it silently. Since both words have been presented to the pupils, they should be able to read the second sentence independently.

NOTE: Pupils should be taught to read silently before reading orally. Encourage them to develop this habit by saying: "Read to yourself. Do not use your lips." The habit of moving the lips in silent reading can usually be prevented by such reminders.

Have the two lines of text read as a unit silently and orally.

NOTE: Give whatever help is necessary in following each line of print from left to right and in making an accurate return to the beginning of the next line. Use a pointer or move the hand under the line of print.

Under the two sentences place a third one, presenting it by saying, "Dick got excited when Jane did something. He said,". Present the line *Oh, see!* Give the pupils time to look at it carefully and to read it silently before reading it orally. Add the word *Jane*, so that the line reads, *Oh, see Jane!* as on page 10 of *We Look and See*. Have the three lines read as a unit silently and orally before presenting the fourth line:

"Soon Jane did a funny stunt. Dick laughed and said, *Funny, funny Jane.*" Present the line and read it aloud.

Checking the
representation

To provide guidance and practice in reading the four lines silently, say to the pupils, "You may now read all these lines to yourself. I will help you keep the place." Allow time for all the pupils to read each line silently before indicating the next line. Have several pupils read orally the four-line unit. Ask them also to read the different lines to which you point.

Reading from the Book

Guided
reading

Have the children describe roller-skating experiences that they or their brothers and sisters have had. Then say:

"We are going to read a story about Jane. You will find out what happened to her. It was something that surprised Jane very much. It surprised Dick. I think you will be surprised, too." Turn to page 7 in *Our Big Book*.

Page 7: "Whose picture is this? What is she doing? What is on the step beside her? What is the word under the picture?" After a child reads *Jane*, direct the children to turn to the next page.

Page 8: "Where is Jane now? What is she doing?" Lead the pupils to surmise that she is showing Dick how well she can skate. "Dick is talking to someone whom we cannot see in the picture. Read the first line to yourself to find out what Dick is saying." After the line is read silently, call on someone to read it orally. "Read the second line to yourself to find out what else Dick is saying." After the pupils have read *See Jane* silently, have the line read orally by several children. Then have the two-line unit read clearly and fluently.

Page 9: "What is happening in this picture? Look at Dick's and Jane's hands and faces. The children look as if they are". Lead the pupils to say "surprised" or "excited." "Read what Dick says to find out if he is really surprised and excited."

In guiding the reading, follow this procedure: (a) Have *each* line read silently by all the children; (b) call on individual children for oral reading of the separate lines; (c) have the entire page unit read, first silently by all the children, then orally by several of them. Keep in mind the suggestions on page 142 concerning eye movements.

Before turning the page, secure opinions as to the probable next event by asking, "What might happen to Jane now that she has lost one skate?"

Page 10: "Jane must be a good skater. Can you tell why? Dick is laughing and talking. He thinks Jane's stunt is as funny as we do. What does he say first? What does he say next?" Continue this type of guided reading until the page has been read.

NOTE: Guiding the reading line by line should make it unnecessary for the pupils to use mechanical aids in following the lines in a book. But if some children show signs of reading from memory, of confusing words and sentences, and of using irregular eye movements, give them special attention. If necessary, use markers.

*Rereading
pictures
and print*

Have the entire story reread, relating picture and verbal text as suggested in the lesson plan for the preceding story. The teacher may first present a model for rereading a story. For example:

Page 7: "Here is a picture of Jane. The word under the picture is her name. It says *Jane*. Jane is sitting on the steps. She is putting on her skates. Her skate key is on the step beside her."

Page 8: "In this picture Jane is skating on the sidewalk. She is wearing her skate key around her neck. She has her hands spread out and is going very fast. Dick is happy that she can skate so well. He is saying, *See, see! See Jane.*"

Page 9: "In the next picture both Dick and Jane look surprised. Their hands are spread out, and their faces look surprised. The reason is that one of Jane's skates has come off. It is on the sidewalk in front of her. Dick seems to be excited. Maybe he thinks Jane is going to fall. He is calling to her. He is saying, *Oh, Jane! Look, look, look!*"

Page 10: "The story has a funny ending. Jane did not fall. She is a good skater and can skate on one foot. Dick is laughing now because he thinks it is a funny stunt. He is saying, . . ." Read the four lines of verbal text.

NOTE: The above example is given as a type reading of a picture story and verbal text. Do not expect pupils to do as well. The teacher should stress the importance of reading both the pictures and the lines of print for two reasons: First, most of the descriptive and narrative aspects of the stories in *We Look and See* are told by the pictures; and, second, such procedure in this early stage of reading develops readiness for a narrative verbal text later on.

Related Practice

Following
lines of
print

For practice in following successive lines of print, place four-line units in the pocket chart or write them on the blackboard one unit at a time and have the children read them, silently and then orally. Units such as the following may be used:

Oh, oh, oh!

Oh, see!

Oh, see Jane!

Funny, funny Jane.

Look, Jane.

Look, look!

See Dick.

Funny, funny Dick.

Interpreting
pictures

To develop ability to observe and interpret pictures, show the pictures on pages 4 and 10 in the Big Book. Present the phrase *Funny Dick* and have the children read it and indicate which picture it tells about. (If the Big Book is not available, the picture card *Dick* and page 4 of *We Look and See* may be used instead.) Repeat with *Funny Jane*, using pages 7 and 10 of the Big Book or the picture card *Jane* and page 10 of the Pre-Primer. Alternate the names and use different pictures.

Work-Book

Use pages 3 and 4. For directions for using these exercises see pages 3, 4, and 80 of the Work-Book.

Baby

(Pages 11-14)

NEW WORDS: *Baby* and

DEVELOPMENTAL UNITS: *Look and see* See *Baby*

WORD CARDS: 4, 10, 32, 76, 82, 119

PHRASE CARDS: 54

Preliminary Development

Presenting
vocabulary

"The stories we have read so far have been about Dick and Jane. Who is the third person in our book?" Place the picture card of Baby in the pocket chart. "She is so little that every-

one calls her *Baby*. Here is her name." Put the word *Baby* on blackboard or pocket chart. "Baby likes to try to do every thing Dick and Jane do." Have the children recall the funny stunts that Dick and Jane did.

"Baby wanted to do something funny, too. She wanted both Dick and Jane to look at her stunt. She said *Look and see*." Present and read this line. Similarly present and read the line *See Baby*.

Checking the presentation

Clear the blackboard or chart. Present the following sentences, one at a time, and have the children read them:

Look, Dick.

Look, Jane.

Look and see.

See Baby.

Reading from the Book

Guided reading

"In the story we are going to read today, Baby did something that made Dick and Jane laugh. I think it will make you laugh, too." Place the Big Book before the pupils or distribute *We Look and See* and have the children find the right page.

Page 11: "Whose picture do you see? What is the word under the picture?" Lead the children to note the size of the umbrella. Ask them to guess whose umbrella it is. Then say, "What do you think Baby wants to do? Maybe we shall find out on the next page."

Page 12: "What is Baby doing here? Baby is talking to Dick and Jane. Read the lines under the picture to find out what she is saying." Have the children read silently. Call on volunteers for the oral reading of different lines in answer to questions. Have the page reread orally.

Page 13: "Look at the picture. What has happened? Can you guess what made the umbrella close? How do Dick and Jane feel? Think how excited you would be if a big umbrella closed up on your baby sister. Read what Jane is saying to Dick." After the page is read, say, "What do you think will happen next?" Have children volunteer probable opinions.

Page 14: "Isn't this a surprise? Is Baby afraid? She looks as if she is having fun. Dick is talking. Let us read what he is saying." Guide the silent and oral reading line by line and then have the entire page read orally.

Rereading

Reread the entire story, as suggested for the two preceding stories. See pages 141 and 144-145 of this *Guidebook*.

Related Practice

ng words
pictures

For practice on the word *and*, place pairs of pictures, such as a ball and a bat, in the pocket chart, with the word card *and* between them. Have the children read the pictures and the word *and*, saying "I see a ball *and* a bat," etc.

For practice in interpreting text, display the picture cards of Dick, Jane, and Baby. Place such phrases as *Jane and Dick*, *Jane and Baby*, in the pocket chart one at a time. Have the pupils select picture cards that illustrate each line.

ork-Book

Use pages 5 and 6. For directions see these pages and page 80 of the *Think-and-Do Book*.

Correlated Activities

aring
ries

Read to the children the story "Rubbers and Rain," from *Sally Does It*, by Baruch and Montgomery. (See the second note on page 46 of this *Guidebook*.)

zmatic play

To associate the children's experiences with the content of this story, the teacher will find a "dress-up trunk" useful. As children like to play at being grown-up, suitable articles for the trunk may include, among other things: a man's umbrella, hat, and overcoat; a woman's hat, dress, shoes, etc.

Spot

(Pages 15-18)

W WORDS: *Spot come run*

VELOPMENTAL UNITS: *Come Dick Come and see Run Jane Run run run*

ORD CARDS: 4, 10, 29, 32, 76, 112, 124

IRASE CARDS: 13, 70

Preliminary Development

Lead the children to tell about their pets—what pets they have, what their names are, etc. Then say, "I will tell you a story about how Dick and Jane got a pet."

NOTE: The preliminary story to be told by the teacher is presented for its interest value. The vocabulary development is woven into the content of the story.

esenting
cabulary

"One day Grandfather drove up in his big, black car. He sat in the car and called, 'Come, Dick.'" Present *Come, Dick*

in the pocket chart or on the blackboard. "I have a surprise for you. Come and see." Present *Come and see*.

"Then he saw Jane and called to her, too. This is what he said." Present the two lines *Run, Jane* and *Run, run, run* and read them to the pupils.

"So Dick and Jane ran as fast as they could.

"When they came close to the car, a frisky black and white dog jumped out. He wagged his tail and seemed very glad to see Dick and Jane.

"I brought him to you for a pet," said Grandfather.

"Oh, thank you, Grandfather," said the children.

"What shall we name him?" asked Dick.

"Grandfather said, 'Well, he has a black spot on his back.

"Oh, oh, let's call him Spot!" shouted the two children.

"Grandfather laughed and said, 'Yes, Spot is a good name.'

Display the picture card of Spot and place the word *Spot* in the pocket chart or write it on the blackboard.

Checking the presentation

"Just then Baby came out of the house. Grandfather called to her. This is what he said." Clear the pocket chart, present the following lines, and have the pupils read them, first silently and then orally:

Come, Baby.

Run, Baby.

Come and see Spot.

Run, run, run!

Reading from the Book

Guided reading

"Now we will read a story about the pet that Grandfather gave to the children. What was his name?" Place the Book before the children or have them find the story in *We Look and See*.

Page 15: "What is the word under the picture? Spot seems to be looking for something on the ground. Let us turn the page and see if he finds anything."

Page 16: "What is Spot doing now? I wonder what he has found. Jane sees that Spot has found something. She is calling to Dick. Find and read to yourself the first thing she is saying." Call on a child to read the line orally. Repeat this procedure line by line. Have the entire page reread as a unit to promote fluent oral interpretation.

Page 17: "What has Spot found?" If the children are not familiar with toads, tell them that Spot found a garden toad. Bring out the fact that toads move about by jumping or hopping.

"Let us look at the picture again. Spot is barking. Do you think that Spot has ever seen a toad before? I think Dick knows what a toad is. He is talking to Spot. Read what he says." Guide the reading line by line, and have the page unit read. Then ask, "What do you think will happen if Spot goes too close to the toad?"

Page 18: "What is happening here? Is the toad afraid of Spot? What is the toad doing? Is Spot afraid of the toad? What is Spot doing? Doesn't Spot look funny running away from such a little animal? Dick is talking to Spot. Let us read what he says."

Use the procedures described on pages 141 and 144-145 of this *Guidebook* for promoting the fluent, oral interpretation of the pictures and verbal text.

Related Practice

To give practice in associating oral and written symbols, dictate certain sentences in the story for the children to find in the Big Book or in their own books. If *We Look and See* is used, check to see that each child finds the right sentence.

To give practice in interpreting verbal text and correctly relating pictures to it, display several pictures from the Big Book, such as those on pages 10, 14, and 18, and present a phrase such as *Dick and Jane, Jane and Baby and Dick, or Jane and Spot and Dick*. Ask the children to read the phrase and select the picture that it tells about. If the Big Book is not available, use picture cards, arranging them in several pairs.

Use pages 7 and 8, as directed on those pages and on page 80 of the Work-Book. Page 8 presents another story about Spot. Before using it for seatwork, it may be used for practice in telling a story and reading related verbal text.

Correlated Activities

To relate first-hand experiences with experiences gained through reading, encourage the children to bring snapshots of their pets. These pictures may be labelled and placed on the bulletin-board.

During the language period the pupils may tell anecdotes about their pets.

Read the two poems "Dog" and "Frog," from *I Like Animals*, by Dorothy W. Baruch.

Puff

(Pages 19-22)

NEW WORDS: *Puff* *jump*

DEVELOPMENTAL UNITS: *Jump jump* *Run and jump*

WORD CARDS: 10, 32, 76, 77, 106, 112, 124

PHRASE CARDS: 13, 25, 54, 55, 60, 62, 69, 70

Preliminary Development

Presenting vocabulary

"Dick, Jane, and Baby have a pet dog. The children have another pet, too. It is a little kitten." Place the picture card of Puff in the pocket chart. "This kitten's name is *Puff*." Present the name on the blackboard or chart.

"Why do you suppose this kitten is called *Puff*?" Let the children suggest possible explanations. "Baby likes to play with Puff. When she wants the kitten to play with a string, she holds it up high and says," Present and read the words *Jump, jump!* "Sometimes Baby wants Puff to run and jump. This is what she says," Present the line *Run and jump* and have the children read it.

Checking the presentation

If it seems necessary to provide for further meaningful associations, or to promote greater accuracy in recognizing such words as *jump* and *Puff* and *run*, other sentences may be presented, such as *Jump, Puff* and *Run, Puff*.

Reading from the Book

Guided reading

"We are going to read about something that happened one day when Baby was playing with Puff."

Page 19: Have the children find the first page of the story. Allow time for them to enjoy the picture. Then have them read what is written under it.

Page 20: "What has Baby in her hand in this picture? What does Puff see? Read what Baby is saying to Puff."

Page 21: "What has happened?" Bring out the fact that Baby let go of the balloon when the kitten jumped for the string, or that it was jerked out of her hand by the wind.

"Baby can not run fast enough to get the balloon, so she wants Puff to get it. What is she telling Puff to do?" Guide the reading line by line. Before turning the page, point out that Puff is not running for the string. Lead the children to suggest that Puff may think the balloon is a ball.

Page 22: "What has happened? What made the balloon burst? What happens when a balloon bursts? Do you think the noise surprised Baby and Puff? Let us read to find out what Baby is saying."

At this point the teacher may present a more advanced model for interpreting picture-stories. (See pages 144-145 of this *Guidebook* for the model presented before.) Proceed as follows:

Page 19: "This story is about a little yellow kitten. She has such thick hair that she looks like a puff of fur. When Dick and Jane and Baby got her for a pet, they named her Puff. Her name is under the picture."

Page 20: "One day Baby had a pretty red balloon. It had a string on it so she could hold it. She went outside to play with it. Puff saw the string hanging from Baby's hand. The string moved when Baby moved her hand. All kittens like to try to catch things that move. They like to catch strings. Baby thought Puff was very funny, jumping for the string. So she held it up and said, *Jump, Puff. Jump, jump, jump!*"

Page 21: "This picture shows what happened after Puff jumped. Baby forgot to hold on to the string. Maybe Puff's claws pulled the string, and Baby let go. The wind began blowing the balloon away. Baby tried to run to catch it, but she could not run fast enough. Puff ran, too. She was ahead of Baby. The balloon was so low now that Puff ran for the balloon instead of the string. It looked like a pretty red ball to Puff. When Baby saw Puff running, she said. . . ." Read the verbal text on page 22.

Page 22: "Puff jumped to get the balloon. All at once there was a loud noise. Red pieces flew every way, and there was no balloon any more—just a string and little red pieces. Baby was as surprised as Puff. She said. . . ." Read the verbal text.

"This is a funny story because Baby told Puff to run and jump for the balloon. When Puff jumped for the balloon, her claws made little holes in it, and it burst with a loud bang.

"There is no picture to tell what happened next, but I think the noise frightened Puff so much that she ran away."

Related Practice

Classifying
words

To promote the ability to classify words according to simple criteria, place the word cards *Dick, Jane, Baby, Spot, Puff* on the pocket chart. Have the pupils find the names of the pets, then the names of the children.

**Phrase
recognition**

To promote ability in rapid phrase recognition, place the following phrases in the pocket chart:

come and see	oh, look
funny, funny Jane	oh, oh, oh
look and see	run and jump
look, look	run, run, run

Have each phrase read silently and orally by the pupils. Then read various phrases, one at a time, and ask the pupils to find the phrase read and indicate it on the pocket chart.

**Using pictures
to force
meaning**

To clarify the contrasting meanings of words frequently used together, such as *run* and *jump*, turn to the picture on page 1 in the Big Book, or to a similar picture, and ask: "What is Dick telling Spot here?" Elicit *run* and present the two words *run* and *jump*. "Which word tells what Dick wants Spot to do?" Build a sentence or a couplet, such as *Run, Spot. Run, run!* Then build a comparable couplet with *jump*, asking the children to choose the couplet that belongs with the picture. Repeat, using the picture on page 20 to emphasize *jump*.

NOTE: The term *elicit*, as used in this *Guidebook*, directs the teacher to lead the pupils, by means of thought questions and statements, to give the desired response.

Work-Book

Use pages 9 and 10.

Tim

(Pages 23-26)

NEW WORDS: *Tim up*

DEVELOPMENTAL UNITS: *Come Tim Jump up Baby Up up up*

WORD CARDS: 10, 29, 119, 135, 142

PHRASE CARDS: 51, 70, 91

Preliminary Development

**Presenting
vocabulary**

Encourage the pupils to tell about their toys—which ones they like best, when they play with them, etc. Then say, "Baby had a toy animal that she liked very much. Here is a picture of it." Show the picture card of Tim and say, "Baby called her teddy bear Tim." Show the word *Tim*. "One day Dick, Jane, and Baby went for a walk. Baby took along her teddy bear. Baby always talked to her teddy bear as if it were alive; so she said, *Come, Tim*." Present the line.

"After the children had been walking awhile, they were thirsty and wanted a drink of water. They stopped at a fountain. Baby was too little to reach the fountain. So Dick lifted her up. He said, *Jump up, Baby. Up, up, up.*" Present the lines.

icking the
entation

Have the children find and read the line that tells what Baby said to Tim; the two lines that tell what Dick said. Have the children frame the new words *Tim* and *up*.

ading from the Book

ded
ling

"Our next story is about something that happened to Tim."

Page 23: "Here is a picture of Tim." Show page 23 in *We Look and See*.

Page 24: "Look at the picture. What is Baby holding in her right hand? How is Dick helping Baby? Read what Dick says to Baby in the first line." Continue to guide the reading line by line. Have the entire page unit read orally.

Page 25: "Look at the picture. What are Dick and Jane doing? What is Baby doing? What is she saying?" To bring out the fact that Baby pretended her teddy bear was thirsty, ask, "Why do you suppose she lifted Tim to the drinking fountain?"

Page 26: Let the children enjoy the climactic picture. Bring out the fact that, even though water is spraying over them, Dick and Jane think Baby is funny. "What does Jane say to Dick?"

reading

Have a child tell the story from memory. Encourage discussion and restudy of the pictures and text by saying: "Did the writer of the story tell us why the children stopped at the fountain? Did he tell us why Dick helped Baby?" Proceed in this fashion until the statements for each episode of the plot sequence have been verified. Have children retell the story, including the reading of the verbal text.

elated Practice

ociating
aning

To give practice in associating meaning with phrases, place the following in the pocket chart:

jump up
run, run, run

come up, Tim
see Tim

Have the pupils find and read specific phrases in answer to questions, such as: "Which line tells what Dick would say if he wanted Baby to run? Which line tells what Baby said when she wanted Tim to come up to the fountain?"

Work-Book

Use pages 11 and 12. Page 12 may be used as a reading lesson before it is worked independently, since it presents another picture-story about Tim.

Correlated Activities**Hearing stories**

Read to the pupils "Mary Ann's Drink," from *Sally Does* by Baruch and Montgomery.

Making toy animals

Draw two large outlines of a bear on heavy wrapping paper and have the pupils paint them. The figures should then be sewed together and stuffed with cotton. Oilcloth may be used if holes are punched for the children to sew through.

Tim and Spot

(Pages 27-30)

NEW WORDS: go down

DEVELOPMENTAL UNITS: Go up Tim Go up up up Go down Tim
Go down down down

WORD CARDS: 37, 53, 135, 142

PHRASE CARDS: 13, 29, 91

Preliminary Development**Presenting vocabulary**

"Baby liked to pretend that Tim was alive. What did she do with Tim at the water fountain? She liked to pretend that Tim could go up and down stairs. She would hold the bear by the arms and make him look as if he were walking. When Baby wanted Tim to go upstairs, what might she say?" Elicit *Go up* or *Go up, Tim*. Place the sentence before the children.

"Sometimes Baby wanted Tim to go downstairs. Then she would say," Leave a "vocal blank" and place *Go down Tim* before the children, allowing them to identify the new word *down* through inference.

Checking the presentation

Change the first sentence on the chart from *Go up, Tim* to *Go up, up, up*. Have the children read the revision. Similarly revise the second sentence to read *Go down, down, down*.

Reading from the Book**Guided reading**

Page 27: Place the Big Book before the pupils, or have them find the story in *We Look and See*. Lead them to note that the title of the story tells the name of the toy and the pet in the picture.

Page 28: Develop the meanings of *banister* and *stairway*, drawing upon the children's own experiences for this purpose.

"What is Baby doing with Tim? Baby is talking to the teddy bear. What is she saying?" Guide the silent and oral reading.

Page 29: "Baby is always getting into mischief. When she got part way up the stairs with Tim, what did she decide to do? Baby tells Tim to do something. What does she say?"

Page 30: "What has happened? Who is surprised? Why did Jane run to the doorway? What is Baby saying to Jane?"

reading

In rereading the story, use the procedures suggested for the preceding story.

Related Practice

associating
meaning with
words

To associate vivid meaning with the words *come* and *go* and to give practice in recognizing the printed symbols, play the following game:

"I will write some lines telling someone in the class to *come* or to *go*. Here is the word *come*." Write it on the blackboard. "Now I will write Jack's name after it. What does it say now, Jack?" Child reads *Come, Jack*. "Do what it tells you, Jack. Come to the blackboard." Jack goes to the blackboard. "Now I will change it." Write *Go, Jack* on the blackboard and have the child read it. "When the line says *go*, you may go away from us to the other side of the room.

"Now each of you watch for your name. When you hear me say your name, you may do what I write." Continue until several children have had a chance to follow the directions. Repeat this exercise, using the words *run* and *jump*.

To fix meaning associations and recognition of *down* and *up*, a variation of the game "Simon Says Thumbs Up" may be played. The teacher may say, "Simon says thumbs" displaying the word *up* or *down* instead of saying it. The pupils should turn thumbs up or down in response to the appropriate word.

Work-Book

Use pages 13 and 14.

Unrelated Activities

relating
experiences

To relate first-hand experiences with those gained through reading, the children may discuss unusual games they have made up while playing with their toys or pets. If desired, the teacher may record these experience stories for language use.

Up and Down

(Pages 31-34)

WORD CARDS: 4, 29, 37, 53

PHRASE CARDS: 18, 29, 90, 91

Preliminary Development

There are no new words in this story. If it seems desirable the new expressions may be presented as follows: Ask the children to describe the fun they have had playing in swings. They say, "Baby liked to play in the swing. What do you think she said when the swing went up and down?" Elicit the expressions *up and down* and *Go up and down*. Present them.

Combine the phrase card *down, down, down* with the word card *Come* to make the sentence read *Come down, down down*. Do the same with *Go up, up, up*.

Reading from the Book

Distribute the books and help the pupils find page 31.*

NOTE: Although a table of contents appears in each of the Pre-Primers, the pupils should not be required to use it for the purpose of locating stories in the book.

Guided reading

Page 31: Have the name of the story read. Lead the children to predict happenings in the story by asking, "What is Baby doing? What do you think she is going to do?"

Page 32: "What do you think Baby wants Puff to do? What is Baby saying to Puff to get her into the swing? Now what is she saying to Puff?" Guide the reading by line units. If the pupils are able to read page units, permit them to do so.

Page 33: "Baby is having a good time. She is saying something over and over again. What is she saying?"

Page 34: "Baby is still pushing the swing. Can she see Puff? What do you think Jane is telling her? Let us read to find out."

Rereading

Use any of the technics previously suggested.

Related Practice

Visual perception

To promote habits of accurate recognition by focusing attention on distinguishing characteristics of words, put the following

* This is the first story which does not appear in *Our Big Book*. Since the new words in *We Look and See* have now been introduced, *Our Big Book* is no longer needed for the first reading.

ing columns on the blackboard. Beginning with the column on the left, have the children circle all the words in the column which are the same as the word at the top.

<i>down</i>	<i>see</i>	<i>come</i>	<i>Jump</i>	<i>run</i>	<i>up</i>
Puff	run	come	Jane	run	run
look	see	look	Jump	come	oh
down	look	run	funny	see	up
Dick	see	come	Tim	and	and
down	and	Tim	Jump	run	up

The technic used in doing the exercise should be made clear to pupils, since it is applied in the Work-Book. (See pages 15, 16, 20 of the Work-Book.)

ork-Book

Use page 15.

Correlated Activities

Collecting
pictures

Continue to add to the collection of pictures of play activities. Simple experience records may be posted with them.

Puff and Dick

(Pages 35-38)

WORD CARDS: 4, 37, 76, 77, 82, 95, 106, 119, 142

PHRASE CARDS: 29

Preliminary Development

There are no new words to present in this story. If it seems necessary, the teacher may present such sentences as *Look up and see Puff*. Say to the children: "When we talked about our pets, some of you said you had both kittens and dogs. Tell us how your pets play. Do dogs and kittens like to play together?" Bring out the fact that dogs often like to chase cats playfully.

"There is a story in your book about Puff and Spot. Dick did something to help Baby's pet kitten. We'll read the story and find out what Dick did."

Leading from the Book

Guided
reading

Page 35: Lead the children to predict happenings in the story by asking, "Why do you think Spot is looking up into the tree?"

NOTE: The teacher should observe that this is the first story in which the names in the title are not used to "label" the characters pictured on the title page.

Have the title read silently and orally. Call attention to the fact that neither Puff nor Dick is in the picture. Say that since "Puff and Dick" is the name of the story, they will probably be in it. Have the pupils turn the page to find out if Puff and Dick are in the story.

Page 36: Through the use of questions, lead the children to infer that Spot ran after Puff. Bring out the fact that it was done in play. State that Puff could climb up all right but that she is afraid to come down. "Dick wants Baby to see where Puff is. Let us read what Dick is saying." Have the page read in two units as indicated by the division space on the page.

Page 37: "I think Baby is worried about her pet kitten. What is Dick doing to help? Jane is saying something to Baby. Let us read what she is saying."

Page 38: Enjoy the rescue of the kitten and call attention to the happy expressions on Baby's and Jane's faces. Note that they are both holding up their hands. Guide the reading of the first four lines and then ask who is speaking. Then have the last two lines read.

Rereading

Guide the rereading, using any of the previously suggested procedures for the oral reading of the story as a whole.

Related Practice

Word recognition

The following exercise is to give practice in the rapid recognition of words and to develop the ability to read rapidly sentences using known words. Place in the pocket chart the phrase card *Go up* and have it read. Insert *down* over the word *up* and have the line read. Continue with the following groups of sentences in which each succeeding line is identical with the previous one in all but one word:

See, see	Jump, jump
Oh, see	Jump up
Oh, see, see	Jump down
Oh, see Jane	Jump up

Work-Book

Use page 16.

Correlated Activities

Informal discussion

In the language period discuss kindness to animals. Develop the idea that children should protect their pets. Bring out various ways of taking good care of pets.

Look and See

(Pages 39-42)

reliminary Development

There are no new words in this story. If it seems necessary to prepare for reading the story, the teacher may present some of the longer sentences in the manner described in the lesson plan for "Up and Down," page 156 of this *Guidebook*.

Reading from the Book

Guided
Reading

"One day while Baby was playing with her teddy bear Tim, she thought of doing something funny." Have the children find the story called "Look and See."

Page 39: "What is Baby doing at the dressing table? What do you think she will do with the powder and the powder puff?" Opinions may be volunteered. Have the title read.

Page 40: "Many things have happened. Name as many as you can. What is happening now? Let's read the page to ourselves to find out to whom Baby is talking."

Page 41: "Some more things have happened. What has Baby done now? What is Puff doing? I think Baby wants Spot to see in the mirror, too. What does Baby say to Spot?" Have the page read line by line and then as a whole.

Page 42: "What a funny ending! Baby thinks it's funny, too. She is calling to Dick to come and see. What is she saying?" Have the page read. "Why does Dick look the way he does?"

Rereading

Use previously suggested procedures for rereading the story. In connection with the rereading, have the pupils tell what must have happened between episodes illustrated in the story.

Related Practice

Relating
Picture
and text

To give practice in associating pictures and verbal text, place on the blackboard pairs of sentences about pictures on facing pages of *We Look and See*. Have the pupils use their books and decide which picture each of the couplets tells about.

For example, refer to pages 28 and 29 in *We Look and See* and match the following couplets with the pictures.

See Tim and Baby and Spot.

See Baby and Tim.

Tim and Baby go up.

See Tim go down.

Work-Book

Use page 17.

See Baby Go

(Pages 43-47)

Preliminary Development

There are no new words to present in this story. If it seems necessary to present the longer sentences of the story, the teacher may do so.

Ask the children to describe experiences they have had in taking pets for rides. Recall that in a previous story Puff had a ride in the swing. Develop the idea that some pets like to go for a ride, while other pets do not like to get into anything that is moving. Give as an example the fact that Puff jumped from the swing. Say that the next story is about a ride, to

Reading from the Book

Page 43: Call attention to the title page and have the name of the story read. Ask the pupils what they think this story is about.

Pages 44-47: In developing the story proceed as follows: (1) Discuss the action in each picture; (2) relate the printed text to the picture-story; (3) guide the reading of each page; and (4) have the story reread.

After the story has been read, discuss it and emphasize the idea that Baby is too little to know that pets sometimes do not like to take rides.

Related Practice

Visual perception

To test the ability to recognize sight words that have occurred with both small and capital initial letters, place two columns of words, such as the following, on the blackboard. Have the pupils draw lines to connect the words that say the same thing. Erase and repeat the exercise if necessary.

Look	oh
Oh	look
See	come
Funny	funny
Come	see

Work-Book

Use page 18. Page 19 is a test, which will be explained on pages 161-163 of this *Guidebook*. Page 20 may be used either before or after the test is given.

Correlated Activities

Recalling and
reading
stories

Turn back to the table of contents and have the pupils see if they can recall the plots of the stories as they read the titles. Have the pupils reread orally their favorite stories including narration of the action as shown in the pictures.

Have the pupils make scrapbooks of pictures collected while reading *We Look and See*. Label the pictures and place scrapbooks on the library table.

Vocabulary Test I

Instructions for giving Vocabulary Test I (Work-Book, page 19) and interpreting the results appear on page 162. If the Work-Book is not available, hectograph the test for the pupils but do not underline the words.

Puff Spot Look	Come And Tim	and see run	Puff Jump Look
Run Go Tim	and up go	Funny Jump Baby	up jump down
Look Dick Spot	Up Oh Go	Dick Run Down	look see run
funny down jump	down come run	Oh Up Go	Jane Jump Down
Down Look Dick	Puff funny jump	and down run	oh go up

NOTE: The material which follows applies to all sight-word tests in this *Guidebook*.

***Aim of
the test***

The words presented in the Pre-Primers are so highly useful that each word should be mastered. Periodic checks of ability to identify sight words will help prevent the confusion of either new or previously encountered words that are very similar in form.

***Construction
of the test***

Vocabulary Test I is constructed to measure the pupils' ability to recognize word forms at sight. Only the seventeen sight words that were presented in *We Look and See* are used in the test. Each word to be tested is presented with two other words that may distract the reader who is still overdependent on context clues when reading from the book.

***Preparing for
the test***

To prepare pupils for the work technic involved in taking this test, proceed as follows: Make a diagram on the blackboard, duplicating the first row of squares in Vocabulary Test I. Then give the following directions very carefully:

"Here is a row of squares with three words in each square. I will say one of the words in each square. Pick out the word I say. We shall draw a line (or a ring) around it." Pronounce the word *Spot* and have a child encircle it. Indicate the order from left to right in each row until the pupils are prepared to take the test without confusion.

***Administering
the test***

The teacher pronounces clearly the italicized word in each square, and the pupils encircle the word she pronounces. The test is diagnostic in nature; so no time limit is necessary.

***Interpreting
the results
of the test***

The score on this test is the number of words correctly encircled. A perfect score of 20 indicates superiority in the mastery of the word forms. Pupils who attain this standard should proceed rapidly through the early part of the next book in this series.*

If a pupil's score is low, the teacher should make a careful diagnosis of the errors in order to give the guidance necessary in reteaching the words in question. The next book of this Series provides opportunity to reteach such words to pupils who need it.

Following are some suggestions for discovering the causes of error in word recognition and for correcting poor habits of word perception:

* Regardless of their score on this test, all pupils may proceed directly to *We Work and Play*, the second Pre-Primer of this Series, since the new book reteaches all the words of *We Look and See*.

a) If the child has marked the word *oh* when *go* was pronounced, it is possible that he did not hear the word clearly. Check on his ability to hear and discriminate between sounds.

b) If the word *up* is marked for *go*, the child may be noting only the general configuration of a word. If he reads fairly well from the book, he is overdependent on context clues or has memorized the text. One or both of the other words in each square of the test may resemble the word tested in the number of letters, in length, in general form if superimposed, or in general form if reversed (as in the case of *go* and *up*). If the errors indicate confusion in words similar in form in these respects, check on memorization of the book and on habits of scrutinizing word forms. Having pupils trace words or observe the teacher writing words will be helpful.

c) If the word *up* is marked for *down* or *run* for *go*, confusion in associating meanings with the word forms is revealed. If this tendency was not noted in reading from the book, the pupil may be overdependent on context clues or may have memorized the text. Practice in reading from the chart or blackboard new sentences containing these words will be helpful. However, the next book of this Series provides opportunity to remedy such confusions, since words which are not fully mastered can be re-developed in new situations.

d) If a pupil confuses such words as *come* and *run* or *Puff* and *Jump*, he may originally have made an incorrect meaning association. The examples cited above represent words introduced in a given story in *We Look and See*, and were probably taught together. Such confusions are not serious and may disappear as pupils read these words in new context.

e) If *Jump* is marked for *Jane*, or *Dick* for *Look*, or if the words *Puff*, *jump*, and *funny* or *down* and *and* are confused, the pupil may be directing his attention too largely to only one letter of a word. Note that these examples represent similarities as to initial, final, and medial letters, as well as the mere recurrence of a given letter in the word confused. The training in word discrimination suggested in this *Guidebook* should be stressed if a pupil continues to confuse words in this fashion.

NOTE: It is important that the second Pre-Primer, *We Work and Play*, be introduced as soon as the activities with *We Look and See* are completed. The reasons for this are explained on page 135 of this *Guidebook*.

*We Work and Play**

Content of the Book

Stories

The stories in this Pre-Primer relate to the experiences of the family in familiar "work and play" activities. Mother and Father, whom the pupils met in *Before We Read*, appear frequently.

In harmony with the basic principle underlying the selection of content for this Series, the activities described are presented in the form of story plots. The fact should be noted that the plots are slightly more advanced in this Pre-Primer than in the first book of this Series. For example, in *We Look and See* each stunt was described in a separate story; in *We Work and Play* several incidents or stunts are included in a single story.

Theme of the book

The first story introduces all five members of the family and the "work" theme; the second story introduces the "play" theme.

Introducing the Book

WORD CARDS: 10, 32, 44, 76, 88

Arousing interest in the book

Discuss with the pupils what they do at home. Lead them to see that some of the things they do are called play and some are called work. Let them describe the play activities they enjoy most and the kinds of work they like to do.

* *We Work and Play* may be used as the initial Pre-Primer for average and superior pupils who are well prepared for reading, since it provides for the basic development of all words, including the seventeen introduced previously in *We Look and See*. Nevertheless, all pupils, including those of more than average ability, will benefit from the use of the three Basic Pre-Primers read in appropriate sequence. If, however, *We Work and Play* is introduced as the initial basic reader, the first Pre-Primer will provide interesting stories for reading at sight.

Hold a copy of *We Work and Play* before them. Pointing to the title, say: "Our new book is called *We Work and Play*. It is a story book about Dick and Jane and Baby. Their father and mother are in the stories, too. So are Puff and Spot and Tim." If the pupils have not used *We Look and See*, tell them that the new book contains stories about a father, a mother, three children, and their pets and toys. "Some of the stories tell what they do when they work, and other stories tell what they do when they play.

"I am going to show you some of the pictures in our new book. Who are in this picture (showing page 4)? What are Father and Dick doing? Who are in this picture (showing page 5)? What are Mother and Jane doing? What is Baby doing? What is she doing here (showing page 6)? Isn't she a funny baby? Do you think what she is doing is work or play?" If the pupils differ in opinion, tell them they can decide later when they read the story. Similarly display and comment upon other pictures in the book.

Before giving the new books to the children, show a well-preserved copy of *We Look and See* and another one that shows the results of improper handling. Create interest in handling the new books so carefully that, after they have been read, they will look like the good copy of *We Look and See*.

Ask the pupils what things they should remember in taking care of the books. Emphasize again the correct procedures in handling the books. (See pages 29 and 137 of this *Guidebook*.)

After the pupils have enjoyed looking at the pictures for a short time, ask, "What picture did you like best? Why? Did you see anything in the pictures that was funny? What games were the children playing? What did they do that was work?

"Did you see pictures of anyone you know?" Pupils who have used *Before We Read* and *We Look and See*, or either of them, will give the names of the children and probably *Mother* and *Father*. In the case of pupils who have used neither of these books, discuss the names of the characters informally.

Display the picture cards of Father and Dick and label them.

On the blackboard or in the pocket chart present the names as follows: "This word says *Father*, and this word says *Dick*.* Turn to your book and find the first picture of Father and Dick. Below the picture find a line that has the word *Father*

* Manuscript writing is recommended. See the footnote on page 139 of this *Guidebook*.

directing
oper use
the book

examining
the book

presenting
the names

in it. Find the line that has the word *Dick* in it." Introduce *Mother*, *Jane*, and *Baby* in a similar manner.

At the close of the lesson say, "Would you like to read some of the stories in our new book?" Tell the pupils that they can begin to read the book tomorrow.

Work-Book

Page 21 of the Work-Book may be used at this time if desired. For suggestions for using it, see the page itself and the Teacher's Notes on page 80 of the Work-Book.

Work

(Pages 3-6)

NEW WORDS. *work* *Father* *Mother*

WORDS IN THE FIRST PRE-PRIMER: *Dick* *Jane* *Baby* *oh*

DEVELOPMENTAL UNITS: *Father works* *Mother works* *Oh Baby*
 Oh oh oh

WORD CARDS: 10, 32, 44, 76, 88, 95, 155, 155a

PHRASE CARDS: 60, 62

Preliminary Development

Presenting vocabulary

Discuss the work and play activities that the children have engaged in. Ask, "What kind of work do you do at home? What do you like to do most? What work do you help Father do? What work do you help Mother do? This word says *Work*." Present the word, pronouncing it for the pupils.

"In the first story in our book everyone in the family works. This line tells you *Father works*." Present the sentence, moving the hand rapidly from left to right under it to aid in the development of correct directional movements of the eyes. Give the pupils time to read the sentence silently and then call on several to read it orally.

NOTE: The word "present" as used in the lesson plans in this *Guidebook* indicates that the words should either be placed in the pocket chart or written on the blackboard.

In the same manner present *Mother works*, placing this line under the first sentence. Have the two lines read as a unit, first silently and then orally. Guide the reading of these two lines with a pointer. Change the word *Father* to the word *Dick* and the word *Mother* to the word *Jane*, and have the lines read

Recall that in *We Look and See* Baby always wanted to do what she saw others doing. She liked to work, too. "In the story we shall read, Baby did something that surprised the family. Someone said, *Oh, Baby! Oh, oh, oh!*" Present the two lines and have them read silently and orally. Then clear the pocket chart or blackboard.

Place the word card *Work* on the top of the pocket chart or write it on the blackboard as a title. Then present for rereading the following sentences in units of two lines:

Father works.

Mother works.

Dick works.

Jane works.

To prepare for reading a three-line page, present the three lines *Oh, oh! Oh, Baby! Oh, oh, oh!* Have them read.

Reading from the Book

Distribute the books and help the children find the place.

Page 3: Say, "What do we see on the porch in this picture? Who do you think is going to use the broom and dust pan? What does Mother usually do with them?"

"I see a word under the picture. It tells us what this story is about." Have the children find the title *Work*. Ask someone to read it orally. Then direct the children to turn the page.

Page 4: Encourage spontaneous conversation about the picture and recall of similar experiences. Direct attention to details of the picture. "What part of the car is Father cleaning? What is Dick doing? Baby is watching. She is saying something, too. The lines under the picture tell us what she is saying. In the first line she tells what Father does. Read it to yourself. Read it aloud." In the same manner guide the silent and oral reading of the last line. Then have the page read as a unit silently and orally.

NOTE: The habit of reading silently before reading orally should be established early. (See the notes on page 142 of this *Guidebook*.)

Page 5: Point to the right-hand page. "Now let us look on this side of the book. What is happening? Baby is watching Mother and Jane. She is talking, too. In the first line she tells what Mother does. Read it to yourselves. Read it aloud." Have the next line read similarly. Before turning the page, have the two lines read as a unit.

Page 6: "Isn't Baby funny in this picture? What is she doing? Who is getting most of the dust? Let us read to find out what Jane is saying." Have the page read line by line and then as a unit.

Rereading

To aid in unifying the plot sequence, have some child retell the story from the pictures, omitting the text. Then say, "Now let's start with the first page and read the story again. As we read, we must tell about the pictures, too."

NOTE: Each reading of the verbal text should include discussion of the pictures, since they tell the story. For suggested models see pages 144-145 and 151 of the *Guidebook*.

Close the rereading by asking, "What part of the story did you like best? Who do you think worked the hardest? Why? Our next story will tell about the family at play."

Related Practice

Perceiving relationships

To promote the ability to perceive relationships, have the children select from a miscellaneous assortment of pictures on the chalk ledge those related to each other. For example: shoe-sock, knife-fork, cup-saucer, paint-paintbrush. This exercise may be done with objects if they are available in the classroom.

Visual perception

To direct attention to word forms, call attention to the characteristic form of each of the five names, especially the first letter of each name. Write the names *Mother* and *Father* on the blackboard. Then write the first letter of one of the names and ask, "Which name will this be when I write all of it?" After the pupils answer correctly, complete the word. Repeat several times. Write *Dick*, *Jane*, and *Baby* and continue as above.

Close the lesson by quickly writing on the blackboard or placing in the pocket chart lines using each of the names with the words *oh* and *works*. For example, *Oh Mother*, *Oh Dick*, *Mother works*, *Dick works*.

Work-Book

Use pages 21 and 22. See pages 123-124 of this *Guidebook* for suggestions relating to the use of this Work-Book.

NOTE: If *We Look and See* was not read, the first twenty-one pages of the Work-Book should be presented to the pupils as they proceed through *We Work and Play*, in addition to the pages provided for *We Work and Play*. A chart in the introduction to the Work-Book indicates the order in which the pages are to be used.

Correlated Activities**collecting pictures**

To enrich and extend ideas gained through reading, pupils may draw and collect "work" and "play" pictures.

composing stories

Have the pupils tell stories about their experiences while working at home. These may be used for experience records.

Play

(Pages 7-10)

NEW WORD: *play***WORDS IN THE FIRST PRE-PRIMER:** *see look Spot***DEVELOPMENTAL UNITS:** *Look look See Dick play***WORD CARDS:** 10, 32, 44, 76, 88, 102, 119, 124, 155**PHRASE CARDS:** 55, 73**Preliminary Development****presenting vocabulary**

"One day Dick, Jane, and Baby were playing in the yard. Spot, their dog, was there, too." Present the word *Spot*.

"Dick was doing a stunt on the branch of a tree. Jane saw him first. It was such a good stunt that she wanted the others to look at him. She called them and said, *Look, look!*" Present the line and have it read.

NOTE: If the pupils have not read *We Look and See*, the teacher should read all new units to the pupils as she presents them. This technic has been illustrated in the preceding lesson plan.

"Then Jane said, *See Dick*." Present the line. Have the children read the lines silently and then have several children read them orally.

"What Dick did was a good play stunt, so Jane said, *See Dick play*." Add the word *play* to the line *See Dick* and have the two lines read silently and orally.

checking the presentation

"Jane, Spot, and Baby did funny stunts, too. This is what someone said when Jane did her stunt. *Look, look! See Jane play*." Have the lines read separately and then as a unit. **Treat** similarly *See Spot play* and *See Baby play*.

If *We Look and See* was not read before this Pre-Primer, preparation should be made for reading a unit of several lines.

NOTE: For detailed procedure in introducing longer units see pages 142-143 of this *Guidebook*.

Reading from the Book

After distributing the books say, "Our story today tells us about Dick, Jane, Baby, and Spot at play." Show the capitalized initial-letter form of *Play* to the children and help them find the page on which it appears as a title.

Guided reading

Page 7: "Whom do you see in the picture? The word under the picture tells us what the story is about." After the pupils have read the word *Play* silently and orally, ask them what they think Dick is going to do. Then direct them to turn the page.

Page 8: "My, what a good stunt! It is called 'skinning the cat.' How many of you can do it? Who is talking in the picture? Jane does not want the others to miss seeing Dick's stunt. Let's read what she says." Guide the silent and oral reading line by line. Have several children read the page unit orally.

Page 9: "What are Jane and Baby doing? Dick wants Mother to look. Let's read what he says first." Have the first line read silently and then orally. Guide the reading of the remainder of the page line by line, and have it reread as a whole.

"Who, in addition to the family, has been looking at the children doing their stunts? Do you think dogs can do stunts? There is a surprise on the next page. Turn the page."

Page 10: Allow the pupils to enjoy the climax and to make comments. Then ask, "Who is speaking to Father?" Guide the reading of the page silently and orally.

Rereading

Have the pupils reread the story, relating the pictures and the verbal text. A model for rereading the story follows:

Page 7: "This is a story about *Play*. Dick and Jane and Spot were playing in the yard. Dick wanted to show Jane a stunt that he could do. He could hang from the limb of a tree."

Page 8: "Next Dick did a stunt called 'skinning the cat.' Mother and Father and Baby came to see him do it. Spot ran to meet them. Jane called: (Read the verbal text.)"

Page 9: "As soon as Dick finished his stunt, Jane and Baby did some tricks. Jane tried to stand on her head, and Baby turned a somersault. Dick watched them. He said: (Read the text.)"

Page 10: "Spot liked to play, too. He could do a stunt. As soon as Jane and Baby finished their stunt, he sat up and looked very funny. Jane wanted Father to see Spot, and she said (Read the verbal text.)"

Related Practice

selecting
pictures
related to
the text

Have the children open their books to pages 4 and 5. In the pocket chart or on the blackboard present directional sentences one at a time; for example, *See Dick work*. Have the children read the sentence and then look at their books and point to the person it tells about. Use sentences about other characters who are working in the pictures on pages 4 and 5.

Repeat with pages 8 and 9, using such sentences as *See Dick play*. Turn to page 10 and present the sentence *See Spot play*.

Have the children open their books to pages 6 and 7. Use children's names and write on the blackboard two sentences such as: *Look, Tom. See Dick play*. Have the child whose name you have written read the sentences orally. Then have him show you Dick's picture in the book.

Work-Book

Use page 23.

Spot Helps Mother

(Pages 11-14)

NEW WORD: *helps*

WORDS IN THE FIRST PRE-PRIMER: *run and funny*

DEVELOPMENTAL UNITS: *Run Dick Run and help Help Mother
Funny funny Spot*

WORD CARDS: 32, 50, 63, 63a, 88, 112, 124

PHRASE CARDS: 25, 68, 70

Preliminary Development

Presenting
vocabulary

Recall that in the first story Dick and Jane and Baby were having fun working with Mother and Father. Then proceed as follows: "Dick and Jane and Baby like to help Mother and Father. They have much fun working with them. In the next story we shall read, everyone helps Mother. This line tells the name of the story." Present *Spot Helps Mother* and read the line to the pupils.

"This is a very exciting story. When Mother called to Dick asking him to come to her, she was in a hurry; so she told him to run. This is what she said, *Run, Dick*." Present the sentence and have it read. "Mother was in such a big hurry that she called to Dick many times. She said, *Run, run*." Present the line and have the pupils read it.

"Because Mother wanted Dick to help her, she called". Present and read the sentence *Run and help*, and have it read. Also present the sentence *Help Mother* as another way of asking someone to help.

"Something funny happens in each of the stories in our book. Each of these two words says *funny*." Present *Funny, funny*. "I will put a name after them, and you may read the line. Make it sound as if someone is enjoying a funny stunt." Present the line *Funny, funny Dick*.

Checking the presentation

Say to the children that a word may be written in more than one way. Write *help* on the blackboard and ask, "What is this word?" After it is pronounced, say, "I will do something to the word." Erase the small letter and write a capital letter in its place. Ask the pupils to pronounce the word again. Then add a letter to make the word *Helps* and have it pronounced. Give the pupils any help needed in recognizing the different forms correctly.

Reading from the Book

Guided reading

Page 11: "Here is the story we talked about." Have a pupil read the title aloud. "Is Spot helping Mother in this picture? No, they are both running. See the cloud in the sky. It is going to rain, and Mother and Spot are hurrying to do something before it rains. Let's turn to the next page, and maybe we will find out what they are going to do."

Page 12: "Why did Mother run?" Say, "Look at Spot. Is he helping? What has Mother started to do? What do you think she is saying to Dick and Jane? We can find out by reading."

Guide the reading of this page line by line, stressing proper inflection and good expression by such directions as the following: "Dick is running ahead of Jane. In the first line Mother calls to Dick. Can you read the line so that it sounds as if she wants him to run fast?"

"Now she calls Jane. She tells Dick and Jane what she wants them to do. She sounds as if she wants them to hurry. In the last line she tells them again what to do."

NOTE: If the children have read *We Look and See* and have developed the ability to follow lines of print easily, this page may be read in longer units.

Have the entire page reread aloud to promote fluency.

Page 13: "My, the clothes are coming down fast! What is Mother taking down now? What else do you see on the line?"

What is Dick doing? He seems to be happy that he can help. What do you suppose Baby wants to do?

"Dick is speaking to Baby. Let's read what he says to her." Use thought questions to guide the silent and oral reading of the lines.

Page 14: Permit the children to enjoy the picture and to make comments about it freely. Then ask, "Have you seen the blue and white pajama coat in this story before? Where was it?" If necessary, turn back to page 13 and find it on the clothesline.

"I wonder where Jane is." Lead the pupils to infer that she must be in the house, since she followed Dick, who is coming out again.

"Does Baby see Spot? Who does see Spot? Let's read what Dick is saying." Guide the silent and oral reading of the page.

Rereading

This story can be reread and enjoyed over and over again. The exciting nature of the picture-story is reflected in the verbal text. Hence the story lends itself to the teaching of good expression in reading through inflection and stress on certain words. Each rereading should be accompanied by a retelling of the story events as shown in the pictures. See pages 144-145, 151, and 170 of this *Guidebook* for types of procedures in rereading picture and verbal texts.

Related Practice

Recognizing phrase meanings

To give practice in recognizing phrase meanings and in selecting verbal text related to a picture, display the following phrase cards and have them read: *funny, funny Jane; run and help; run, run, run.*

Have the children look at the picture on page 9 and read the phrase which tells about it. Continue with the pictures on pages 11 and 12.

Auditory perception

To give practice in the recognition of riming elements, have the children memorize old jingles in which all lines end with riming words. Call attention to the riming words.

Work-Book

Use page 24.

Correlated Activities

Collecting pictures

This story presented another type of work activity at home. Therefore the children will now have a clearer idea of the kinds of pictures of work that they should find and place on the bulletin-board.

Telling and recording experiences

The children may enjoy telling about experiences with their own pets. They may then represent these experiences with their pets through drawings or paintings. These may be labelled and displayed on the bulletin-board or used as illustrations for experience charts.

Hearing poems

Read to the children the poems "Our Washing Machine" and "Vacuum Cleaner," from *I Like Machinery*, by Dorothy W. Baruch; "A Shower," by Izembo, and "Rain," by Robert Louis Stevenson, from *Sung under the Silver Umbrella*.

Spot and Tim and Puff

(Pages 15-18)

WORDS IN THE FIRST PRE-PRIMER: *Tim Puff jump*

DEVELOPMENTAL UNITS: *Jump Puff Jump Puff jump*

WORD CARDS: 77, 106, 124, 135

Preliminary Development

If the Pre-Primer *We Look and See* has been read, no new words will be met in this story.

If the pupils are using *We Work and Play* as the initial reading book or if they will profit from a re-development, the words *Tim*, *Puff*, and *jump* should be presented. The picture cards of *Tim* and *Puff* may be used.

Presenting vocabulary

"Baby likes to play with *Spot* and the pet kitten *Puff*. The toy she likes best is her teddy bear, *Tim*. Baby sometimes talks to the teddy bear as if it could understand. It seems more like a pet than a toy to her.

"Baby talks to *Spot* and *Puff*, too. She tells them to do things. In the story we shall read, she talks to *Puff* and says, *Jump, Puff*. Sometimes she says, *Jump, Puff, jump*.

"Something funny will happen in this story as it did in the others we have read. You will soon find out what it is."

Reading from the Book

Guided reading

Page 15: "I see two pets and one toy in this picture. Where are they sitting? What is the name of the dog? What is the name of the teddy bear? What is the name of the kitten? Now read what it says under the picture." Have the title read.

Page 16: "What is Spot doing? What is Puff doing? Baby is talking to Spot and Puff. What does she say?" Have the first three lines read. "Baby always pretends that Tim is alive. Here she talks to Tim. What does she say?" Guide the reading of the last three lines. Then have the entire page unit reread.

Page 17: "What is happening in this picture? Baby is pleased that she can jump and play. She is still talking to Tim. Let's find out what she says." Guide the silent and oral reading of the three-line units and the page unit.

Before turning the page, have the pupils look at the picture again to see what Spot is doing. Then say, "What do you think will happen next? We shall find out when we turn the page."

Page 18: "Look at Spot and Tim. Can you guess what happened? Baby seems to be talking to Puff. Let's read to find out what she is saying." Guide the reading of the page.

Rereading

This story has but one speaker, and the first lines on each page or in each three-line unit indicate to whom the speaker is talking. Pupils who fail to note clues to the speaker and the person addressed, and pupils who have not learned to proceed smoothly from telling about the pictures to reading what a character says, should be given special help.

Encourage the children to read the printed text in the conversational manner that Baby would use.

Related Practice

Selecting text related to pictures

To give practice in selecting verbal text related to a picture, write the following three-line units on the blackboard:

See Tim jump.

See Spot run and jump.

See Puff jump.

See Baby jump.

See Spot jump and play.

See Puff play.

Have the children turn to page 16 in *We Work and Play*. After they look at the picture, have them read the groups of sentences above and indicate, by underlining, which two sentences in each group are related to the picture.

Devise similar sentences relating to the picture on page 17.

Auditory perception

To give practice in the recognition of word similarity with respect to rime, say, "I am going to tell you two words and ask you to tell what is the same about them." Pronounce the words *Tim*, *him*. Pupils should note that they end with the same sound. Repeat with *come*, *some*; *can*, *pan*; etc.

Work-Book

Use pages 25, 26, and 27.

Correlated Activities

Recording pupils' experiences

Allow the children to tell about funny things their pets have done. The teacher may record some of these stories in the form of experience charts. (See *Guidebook*, page 128.)

Construction activities

Toy animals may be made from oilcloth or paper as described on page 154. These toys may be used in dramatizations.

Spot Works

(Pages 19-22)

NEW WORD: *away*

WORDS IN THE FIRST PRE-PRIMER: *come go*

DEVELOPMENTAL UNITS: *Come Jane Go away Spot Run away*

WORD CARDS: 9, 10, 29, 32, 53, 76, 112, 124

PHRASE CARDS: 27

Preliminary Development

Discuss with the pupils their experiences in making a garden or a flower-bed. Ask such questions as: "What kinds of flowers have you in your gardens or flower-beds? What do you put in the ground so that you will have flowers. Bring out the fact that both seeds and bulbs may be put into the ground. If possible, show an actual bulb and pictures of the flowers that grow from it and explain how bulbs are planted.

Then say: "Dick and Jane liked to make a garden. They planted seeds and bulbs. Whenever the family made a garden, Spot wanted to be with them. Do you think he could help? Would the family want him there?"

Presenting vocabulary

"One fall day Father and Mother were going to plant some bulbs in the garden. Father wanted Jane to come. So he called". Present the line *Come, Jane* on the blackboard or chart and have the pupils read it. "Father then called,". Present the lines *Come, Dick* and *Come, Baby* and have each line read.

"As they all went to the garden, Spot ran after them. But Father didn't want him to go with them, so he said,". Present the line *Go away, Spot* and read it to the pupils. Then have them read it. "But Spot did not go away, so Father spoke to him again." Present the lines *Go away* and *Run away*. Have the children read each line separately as it is presented.

Reading from the Book

"In the next story in our book all the family are working in the garden. Spot is with them. Do you think he can work? Let us read the story to find out."

Page 19: Call attention to the trowel and explain that it is a tool used for digging. Have the title read silently and orally. Then say, "What work do you think Spot can do? Let's read the story to see if he really did work."

Page 20: "Who are in this picture?" Lead pupils to note that Father and Mother are planting bulbs. "Jane is talking. To whom is she talking? Read what Jane says." If necessary, guide the reading line by line, and have the entire page reread in the two three-line units and as a whole.

Page 21: "What is Spot doing? Do you think Spot is helping? Baby is speaking to Jane. Read what she says."

Page 22: "Oh, my! What has Spot done? What has he in his mouth? Did Spot really help? Do you think Jane wants him to try to help? Let us read what she tells him to do."

Have the story reread as a unit, including narration of the action as presented in the picture and the verbal text.

To motivate further rereading of the story, ask the children to find and read what Jane said to Mother; what Baby said to Jane; what Jane said to Spot.

Integrated Practice

To promote the ability to identify specific words in context, write the following sentences and words on the blackboard. Have the children read at sight the first sentence. Then direct them to find in the sentence the word given at the right. Have one child point to the word *and* at the right while another draws a line under the word *and* in the sentence. Continue with the other sentences.

Come and see.	and
Go away, Spot.	away
Mother works and works.	works
Spot jumps and runs.	jumps
Spot runs and jumps.	runs

NOTE: To acquaint the children with the singular and plural forms of all verbs, both forms should be used in practice lessons from this point on.

Use pages 28 and 29.

Correlated Activities

Hearing stories

Read to the children "Worms and Weeds," from *Sally Do It*, by Baruch and Montgomery.

Collecting pictures

Add gardening pictures to the "Work" section on the bulletin-board.

Learning songs

Teach the song about tulips called "The Dancers," Nathan Dole, from *The Music Hour*, Book I (Toronto: W. Gage & Co., Limited)

Big and Little

(Pages 23-26)

NEW WORDS: *big little is not*

DEVELOPMENTAL UNITS: *Father is big Baby is little Baby is not big
Father is not little*

WORD CARDS: 10, 13, 32, 44, 73, 76, 81, 93, 135

PHRASE CARDS: 44, 46

Preliminary Development

Ask the pupils, "Did you ever stand next to someone to see who is big and who is little? When you stand next to your father, who is big? Who is little?"

Presenting vocabulary

"When Baby stands next to Father, who is big?" Elicit *Father is big* and present the sentence. Ask, "Who is little when Baby stands next to Father?" Elicit *Baby is little* and present the sentence. Have the pupils read each sentence silently and then orally. Then have them read both sentences.

NOTE: For use of the term *elicit*, see the note on page 1 of this *Guidebook*.

"When Baby stands next to Father, who is not big?" Elicit *Baby is not big* and present the sentence. Ask, "Who is not little when Baby stands next to Father?" Elicit *Father is not little* and present the sentence.

Checking the presentation

Clear the chart and present the following sentences, asking the pupils to read each one as it is presented.

Father is big.

Jane is little.

Father is not little.

Jane is not big.

ding from the Book

"The next story in our book tells us who in the family are big and who are little. Let us look in our book and find out."

ed
ng

Page 23: "Here is the whole family. Who in this picture are big? Who are little? Read what it says under the picture."

Page 24: "Whom do you see in this picture? When Father stands next to Mother, who is big? Who is little? To whom is Dick talking?" If necessary, guide the reading line by line. Then have the entire page reread silently and orally.

Page 25: "What are Dick and Baby doing in this picture? Now who is big? Who is little? Who do you think is talking? Let us read what she is saying." After the page has been read, say, "But Baby does not want to be little. She wants to be big, too. Let's turn the page and see what she does."

Page 26: "Now who is big? Who is little? Let us read the page. Maybe we can decide who is talking."

ading

To motivate the rereading of the story, have the pupils find and read the page that tells about Father and Mother; about Baby and Tim; about Baby and Dick. Have the entire story reread as a unit.

ated Practiceal
ception

To give practice in reading the capitalized and uncapitalized initial-letter forms of words, place in the pocket chart the following pairs of sentences:

Tim is little.
Little, little Tim.

Baby is big.
Big, big Baby.

Have each pair of sentences read and call attention to the capitalized and uncapitalized initial-letter forms.

ociating
ures and
al text

To give practice in associating pictures and verbal text, place on the board or in the pocket chart the phrases *is big* and *is little*. Write *Dick is big*. *Baby*, and have the children look at the picture on page 25 and select the correct phrase to finish the second sentence. Turn to page 26 and continue with *Baby is big*. *Tim*; *Baby is little*. *Jane* Repeat with *is not big* and *is not little*.

rk-Book

Use pages 30, 31, and 32.

Correlated Activities

Making comparisons

The concepts of *big* and *little* may be further strengthened by pairing the pupils in the class for comparison. Or the children in this class might be compared, in discussion, with the older brothers or sisters in upper classes.

Hearing poems

During story-telling hour read such poems as "Little," by Dorothy Aldis, from *Sung under the Silver Umbrella*.

The Funny Baby

(Pages 27-30)

NEW WORDS: *the* *my*

DEVELOPMENTAL UNITS: *the father* *the mother* *my baby*

WORD CARDS: 10, 13, 44, 50, 81, 82, 88, 90, 119, 130

PHRASE CARDS: 58, 78

Preliminary Development

Presenting the vocabulary

After several pupils have told about their experiences playing house, say, "Dick and Jane liked to play house, too. They liked to dress up in their parents' clothes. Dick would play that he was *the father*." Present the phrase and read it to the children. "Jane would play that she was Present *the mother* and have the children read it. "Sometimes Jane would pretend that her doll was *the baby*." Present the phrase. "She often called her doll *my baby*." Present *my baby* and read it to the pupils. Then have them read the four phrases silently and orally.

Checking the presentation

Present phrases and sentences containing the new words *the* and *my* and the uncapitalized forms of *baby*, *mother*, and *father*. For example:

See the big father.
See the big mother.
See my little baby.
My funny baby.

Reading from the Book

Guided reading

Page 27: Have the pupils find the story in their books and direct them to read the title first. Say, "What funny baby

you think will go for a ride in the doll carriage? Maybe the next page will tell us."

Page 28: "Well, well! Who is in the doll carriage? Doesn't Puff look funny? Jane looks funny, too. How is she dressed? To whom is she talking? Let us read to find out what she wants Dick to do." Guide the reading according to the thought units indicated on the page, or line by line, if necessary.

Page 29: "Where is Dick? What is he wearing? Let us read what he is saying."

Page 30: "Oh, dear! What is happening now? Why did Puff jump out? Look at Dick's and Jane's faces. Don't they look surprised?" Emphasize the fact that kittens do not like to be dressed up. Then say, "Jane is talking. Read what she says."

ereading

Have the children reread the story, using both pictures and verbal text. Remind them to read "the way people talk." Let one child take the part of Jane and another the part of Dick. Or have the children find and read the name of the story; the page that tells what Jane said to Dick; what Dick said to Jane; what Jane said when Puff ran away. Each page should be read silently as a unit and then orally.

elated Practice

ecalling
elated ideas

To provide practice in recalling ideas in the story, write the following on the blackboard:

Puff is the funny baby
 the big, big mother

Dick is the big father
 the funny baby

Direct pupils to read the first sentence and decide which sentence ending is correct. Have correct ending underlined.

isual
erception

To give practice in recognizing sight words, either capitalized or with a small initial letter, proceed by saying, "If Jane were talking to Baby about Puff she would say, 'Look, Baby. See my funny baby.'" Present phrases in the pocket chart. Use a duplicate card for the word *Baby* and have the children match the appropriate form on the card with the word form in the sentences. Make similar couplets about *Mother, mother, Father, father.*

Work-Book

Use page 33.

Correlated Activities

**Discussion
of personal
experiences**

The children should be given an opportunity to express appreciation of the story and to tell about their own experience in playing house or in dressing up pets.

Dramatization

The children may dress up in costumes selected from the "dressing-up trunk" (*Guidebook*, page 147), and dramatize the story. A toy kitten may be brought by one of the children or made from oilcloth (*Guidebook*, page 154) to represent Puff.

**Hearing poems
and stories**

Stories and poems about playing house and about pets may be read to the pupils (*Bibliography*, pages 432-435).

Spot Helps Baby

(Pages 31-34)

NEW WORDS: *can find*

DEVELOPMENTAL UNITS: See the italicized phrases and sentences below.

WORD CARDS: 4, 10, 23, 32, 45, 53, 63, 76, 77, 93, 112, 119, 124

PHRASE CARDS: 11, 20, 61, 73

Preliminary Development

Ask the children to name the outdoor games they like best and tell how to play them. Then say: "Dick and Jane and Baby liked to play hide-and-seek."

**Presenting
vocabulary**

"One day Baby was 'It.' What does the person who is 'It' in hide-and-seek have to do? What would Baby have to do when she was 'It?'" Elicit the responses *Find Dick*, *Find Jane* or *Find Dick and Jane*. Present them, having the pupils read each sentence as it is presented. "But Dick and Jane hid so well that Baby could not see them anywhere. This is what she said." Present *Oh, my, Baby can not see Dick* and read it to the pupils. (Note the new use of "my" as an exclamation.) Then present *Baby can not see Jane* and have the pupils read the line.

"Baby looked and looked, but she could not find Dick and Jane. This is what she said to someone." Present *Help Baby find Dick* and have the pupils read the sentence. Change *Dick* to *Jane* and have the line reread.

**Checking the
presentation**

Have the pupils read all the sentences as a unit, first silently and then orally.

Reading from the Book**Guided
Reading**

Pages 31-34: Lead pupils to study the title page, discuss who is "It" in the picture, and read the name of the story. Direct the study of the pictures on the remaining pages and guide the first reading of the text. Use questions which will lead pupils to note that at first Spot does not seem to know what Baby wants him to do, but that he finally helps Baby.

Rereading

Let the children discuss and enjoy Baby's joke on Dick and Jane. Then guide them in rereading the story, both silently and orally.

Ask the children to describe a picture that could be added to the story to tell what Baby did next.

Related Practice**Emphasizing
can and
can not**

To emphasize the meaning of *can* and *can not*, present pairs of sentences, such as the following, asking the children to select the one that is true in the story:

Spot can find Dick.

Spot can not help Baby.

Spot can not find Dick.

Spot can help Baby.

Present the phrases *can see* and *can not see*, and ask the children to think of things that can see and things that can not see. Repeat with other verbs—*go*, *run*, *jump*, etc.

**Auditory
perception**

To give practice in the recognition of word similarity with respect to rime, pronounce a group of words, saying, "I am going to say aloud three words. Two of them sound alike; one will not sound like the others. Which two sound alike?" Pronounce *play*, *stay*, *car*. Repeat with the following groups: *my*, *pie*, *look*; *go*, *no*, *he*; *see*, *me*, *look*; *look*, *book*, *shoe*; *red*, *bed*, *not*; *big*, *dig*, *coat*; *jump*, *hump*, *hand*; *Spot*, *not*, *bed*; *make*, *cake*, *boat*.

Work-Book

Use pages 34 and 35.

Correlated Activities**Hearing
stories**

During the story-telling hour read stories about outdoor games and about playing with pets. (See the Bibliographies on pages 432-435 of this *Guidebook*.)

**Hearing
poems**

Read "Hiding," by Dorothy Aldis, from *Rainbow in the Sky* and also from *Sung under the Silver Umbrella*.

**Collecting
pictures**

Have the pupils collect pictures of children playing games for the play section of the bulletin-board exhibit.

Up and Down

(Pages 35-38)

NEW WORD: *I*

WORDS IN THE FIRST PRE-PRIMER: *up down*

DEVELOPMENTAL UNITS: See the italicized phrases and sentences below.

WORD CARDS: 4, 23, 32, 53, 70, 76, 102

PHRASE CARDS: 12, 39, 90

Preliminary Development

Ask one or more of the children to describe a see-saw, and bring out the fact that see-saws are also called "teeter-totters."

Presenting vocabulary

"When you play on a see-saw, what do you do?" Elicit the phrase "go up and down." Present *up and down* and have it read. "One day Dick and Jane were playing on a see-saw. Dick was talking. This is what he said." Present the following sentences and have the pupils read each one as it is presented. Then have the group read as a unit. Present the new word *I* as "another way" that Dick spoke of himself. *Up and down. Jane can play. I can play. Jane and I can play.*

Checking the presentation

"Baby saw Dick and Jane playing on the see-saw. This is what she said." Present the following sentences and have them read: *I see Dick and Jane. Dick and Jane go up and down.*

Reading from the Book

Guided reading

Page 35: Note the respective *up* and *down* positions of Dick and Jane in the picture. Have the line under the picture read.

Page 36: "Look at the picture. Dick is up. Where is Jane? What has happened to Dick's shoe? What is Spot doing?" Read the first two lines silently. "Who is talking? Read what she says." Guide the reading line by line if necessary. Then have the page read as a unit. Call attention to its rhythm by referring to it as Baby's little "up and down" song.

Page 37: "What is Spot doing? Why aren't Dick and Jane going up and down? Do you think Dick wants Spot to play with his shoe string? How is Baby trying to help Dick? Read what Baby says."

Page 38: "What has happened in this picture? Why did Dick go up again? What happened to Baby? Dick is talking. Read what he says." Have pupils reread the page to find lines that "tell what Dick thinks is funny."

rereading

Have the story reread, using any of the previous procedures.

Related Practice

securing
specific
information

To test ability to secure specific information from a page, write on the blackboard such questions as the following based on pages 37 and 38 of *We Work and Play*.

Page 37

Can Dick go up? (No)

Can Jane come down? (No)

Page 38

Can Dick go up? (Yes)

Can Jane come down? (Yes)

Have the pupils read each question and consult the pictures on pages 37 and 38 or skim the text to find the answer.

associating
meaning

To associate meaning with the pronoun "I," place the word card *I* in the pocket chart. Then write the following line, using some child's name, and have it read silently by the group: *Tom can play*. Have the child whose name was used read the sentence aloud after you have substituted the word *I* for his name in the line. Continue, using the names of various pupils.

Work-Book

Use page 36.

Correlated Activities

informal
discussion

To relate to their own experiences ideas gained from reading this story, the pupils may be encouraged to formulate suggestions and rules for guidance in using playground apparatus, such as the see-saw and swings.

Mother Makes Something

(Pages 39-42)

NEW WORDS: *makes something blue yellow red*

DEVELOPMENTAL UNITS: See italicized sentences below.

WORD CARDS: 16, 23, 70, 84a, 88, 110, 119, 122, 156

PHRASE CARDS: 10, 39, 56, 75

Preliminary Development

presenting
vocabulary

"In the next story in our book *Mother Makes Something*." Present the title and read it to the pupils. Then ask, "What are some things that Mother can make?" Lead the discussion to the making of clothing and then to the different colors of the dresses, shirts, etc., that Mother makes, discussing espe-

cially the colors *blue*, *yellow*, and *red*. If some of the children are wearing dresses or shirts that are blue, yellow, or red, call attention to them.

Say, "Mother can make something the color of Mary's dress. Present and read the sentence, *Mother can make something blue*. "She can make something the color of Betty's dress, too." Change the word *blue* to *yellow*, and have the line read. Then present, *Mother can make something red*.

Checking the presentation

Present or allow the pupils to dictate such sentences as *I see something yellow*, pointing to Betty's dress or Johnny's shirt. *I see something blue*, etc.

Reading from the Book

Guided reading

"Now we will read the story in our book named 'Mother Makes Something.'"

Page 39: Find the page and have the title read. "What is Mother doing? What is Baby doing? What has Baby in her hand?" Call attention to the scrap-basket at the end of the sewing-machine, with the pieces of red, blue, and yellow cloth showing in it.

Page 40: "Mother is making a dress for Baby. What color is it? Who is coming into the room? What has she in her hand? Baby is telling her about the new dress. Read what Baby says."

Page 41: "What is happening in this picture? Where did Jane get the piece of yellow cloth?" Note that the yellow cloth is now missing from the scrap-basket but that the red cloth is still there. "Jane wants Mother to see what she is doing. Read what she says." After the page is read, say, "The next page will show us what Jane can make."

Page 42: "What did Jane make? Baby is always trying to do what she sees someone else doing. What is she doing in this picture? What color is the cloth she is using? Where do you suppose she got it?" Bring out the fact that Baby did not really sew. "Doesn't Tim look funny? Read what Baby says."

Rereading

Have the story reread, using previously suggested procedures.

Related Practice

Recall of story facts

To promote retention of story facts, the following exercise may be written on the blackboard. Have the children point to or draw a circle around the word that completes the sentence

Mother makes something blue
 yellow
 red

Continue the exercise by erasing the word *Mother* and using the name *Jane* in the sentence. Repeat with the name *Baby*.

Work-Book

Use page 37.

Correlated Activities

Learning Activities Read "Sewing Sally," from *Sally Does It*, by Baruch and Montgomery.

Instruction Let the pupils make simple clothes for dolls, teddy bears, etc.

The Little Cars

(Pages 43-46)

NEW WORD: *cars*

DEVELOPMENTAL UNITS: See the italicized phrases and sentences below.

WORD CARDS: 4, 13, 16, 24, 81, 84, 90, 106, 110, 119, 122, 130, 156

PHRASE CARDS: 59, 80

Preliminary Development

Representing Vocabulary

"Baby has a toy train. She likes to pull the cars in the train with a string. I will show you what she says about them." Present *See my red car* and have the sentence read. By substitution present *See my blue car* (Picture Card 9 may be used); *See my yellow car*; *See my little cars*; *Red and blue and yellow cars*. Have each sentence read as it is presented.

Checking the Presentation

Write on the board or build in the pocket chart the phrases *my blue car*, *my red car*, *my yellow car*, and *the little cars*, and have the pupils quickly locate and read orally a line when given by the teacher.

Reading from the Book

Guided Reading

"There is a story in our book about Baby's toy cars." Help the pupils find the story.

Page 43: "Look at the picture. What is Baby doing? How many cars are tied together with the string? Now she is tying the blue car to the red one." Have the title read.

Page 44: "What is Baby doing now? Read what she is saying to Spot."

Page 45: "Look at this picture. Why is Baby surprised? Which car is missing? Who is coming around the bush? Read what Baby says to Spot."

Page 46: "Look at the picture at the top of the page. What is Puff playing with? Read what Baby says about her." Guide the reading of the first four lines. Then say, "The last line we read tells us that Baby thinks Puff can find her car. Read the next three lines to find out if Puff did find the car." Have the children read silently and answer the question. The page may then be reread orally.

Rereading

See suggestions for rereading in previous lesson plans.

Related Practice

Auditory visual perception

To test accuracy of auditory and visual perception, list the following words on the blackboard in mixed order:

car	play	make	work
cars	plays	makes	works
run	help	look	jump
runs	helps	looks	jumps

Pronounce each word carefully. Have the children respond by framing the given word form and then saying it.

Making inferences

To develop ability to make inferences from details of pictures and verbal text, introduce a game of "I see something." Use the picture on page 46 of *We Work and Play* and present the following sentences:

Puff sees something.
Puff sees something yellow.
Puff sees

Have the children supply orally the words to fill the blanks, as, for example, "the yellow car."

Go on with the game by having a child come and whisper something he sees in the room that is *blue*, *yellow*, or *red* (or that is *big* or *little*). Write sentences on the blackboard describing the object selected by the child. For example,

Bobby sees something red (or big or little, etc.).
Bobby sees

After the children have read the sentences, let them look around the room and guess what Bobby chose.

Following
directions

To give practice in interpreting and following directions, draw the outlines of a large car and a small car on the black-board. (See the Work-Book, page 39.) Present such sentences as *Make the big car red, Make the little car yellow*, etc., and let the children color the outlines to show what each sentence says.

Work-Book

Use pages 38 and 39.

Father Makes Boats

(Pages 47-50)

NEW WORD: *boats*

DEVELOPMENTAL UNITS: See italicized phrases and sentences below.

WORD CARDS: 16, 17, 17a, 44, 73, 84a, 90, 110, 156

PHRASE CARD: 10

Eliminary Development

"In one of the stories we read Mother made something. In our next story Father makes something. He makes some toys for Dick and Jane." Ask the children if they have toys that their fathers or brothers have made. Be sure that the making of toy boats is included in the discussion.

Presenting
vocabulary

"In our story Father makes boats for Dick and Jane." Present the title *Father Makes Boats* and read it.

Present the following sentence and have it read: *Father can make blue boats.* (Display Picture Card 10.)

Checking the
presentation

If further practice is needed, present such sentences as: *My boat is red. My boat is blue. My boat is yellow.*

Reading from the Book

Guided
reading

Page 47: Have the title read and allow time to enjoy the picture. Ask such questions as, "What is Father showing Dick and Jane? Do you think the boat is ready to paint? What colors are in the cans of paint in the picture? Jane and Dick are going to paint the boats their father is making for them. Turn the page to find out what color Jane uses."

Page 48: "What color is Jane using? She is talking to Baby. Read what she says first." Have the children read the first four lines. "Now read what Jane says about one of the boats."

Page 49: "Who is in this picture? What color is Dick using? What is Puff doing? To whom is Dick talking? The first line tells you. Read what he says." Guide the reading. "Now look at the picture again. Do you think Puff is a good helper? Turn the page to find out."

Page 50: "Oh, my! Look at Puff. Look at Dick's boat. See the big pail of yellow paint. Why is Dick so excited? Read what he says."

Rereading Have the pupils study the pictures on pages 47 and 48 for the purpose of identifying the tools. Discuss their use in preparation for making boats in the classroom. Reread the story relating the pictures and the verbal text.

Related Practice

Visual perception

To give practice in quickly identifying singular and plural forms of nouns and verbs, write on the blackboard such pairs of words as *car—cars*, *boat—boats*, *play—plays*, etc. Have the children read the words quickly.

Work-Book Use page 40.

Correlated Activities

Construction If desired, have the children make boats of the type shown in the story.

Hearing poems During the story-telling hour read to the children such poems as "Where Go the Boats," by Robert Louis Stevenson from *Sung under the Silver Umbrella*; and "Riding in a Motor Boat," from *I Like Machinery*, by Dorothy W. Baruch.

The Boats Go

(Pages 51-56)

WORD CARDS: 4, 16, 81, 110, 122

PHRASE CARD: 75

Preliminary Development

There are no new words introduced in this story. If it seems necessary to present developmental phrases or sentences, use the pocket chart or blackboard as suggested in previous lessons.

*Reading from the Book*ded
ling

"When the paint was dry on their new boats, Dick and Jane wanted to play with them, so they went to the pool in the garden to sail their boats."

Page 51: "Look at the picture. Where are Dick and Jane now? What do you think they plan to do? Do you think the boats will go? Read the line under the picture."

Pages 52-56: Study the picture on each page and guide the reading by thought units. Bring out the fact that Baby always tried to do what she saw others doing and that she did not know that her car could not sail like the wooden boats. Lead the children to comment on Baby's astonishment when her car sank out of sight. Call attention to Dick's helpfulness.

reading

Have the story reread as a unit. Since this is the first six-page story, it may be necessary to provide more guidance to insure retention of the plot.

*Related Practice*litory
ception

To further develop ability to recognize riming elements, give orally a series of riming words, saying, "I am going to say aloud three words which sound alike. See if you can tell me another word which sounds the same way." Since the children already know the words in parentheses as reading words, they will be apt to think of those as the riming words for the others. *so, no, low (go); me, he, knee (see); pie, buy, sky (my); say, day, may (play); are, far, bar (car); some, hum, thumb (come); dig, pig, wig (big); hot, pot, dot (not or Spot); book, took, cook (look); rake, take, cake (make); fun, sun, gun (run).*

ork-Book

Use page 41.

Something Funny

(Pages 57-62)

Preliminary Development

No new words are introduced in this story. If a preliminary development is needed, the teacher may follow the procedure suggested in previous lesson plans.

Reading from the Book

Guided reading

Page 57: "Read what it says under the picture. Who do you think will make something funny?"

"How do you know it is a warm day? What colors have Jane in front of her?"

Page 58: "What can Jane make? What does Jane say? Look at the picture again. Dick is getting ready to cut something with his scissors. What color is the paper in his hand? Look at the next page and see what he can make."

Page 59: "Dick is showing what he made to Jane. What does he say?"

Page 60: "What is the wind doing to the cut-outs? Read what Dick is saying."

Page 61: "What is happening to the cut-outs now? (They are going up.) Read what the children are saying."

Page 62: "Now what is happening to the cut-outs? (They are coming down.) Read what the children are saying."

Rereading

Have the story read as a unit for sheer enjoyment. Since the words have had adequate repetition, the children should be able to read the verbal text easily and fluently.

Related Practice

Work-Book

Use page 42 (Vocabulary Test II, *Guidebook*, page 193).

Correlated Activities

Recalling and rereading stories

To develop appreciation of good stories, the teacher may say, "What a good time we have had reading this book! Which story did you like best?" Put the names of the stories on the blackboard or pocket chart and have the children select the stories they liked best.

To give practice in summarizing, have the children tell in a few words what their favorite story was about. Insist on the past tense in this retelling. The favorite stories may then be reread or dramatized for the children's parents or for the pupils from other classes.

Organizing pictures

Plan a scrapbook of work and play pictures to be placed on the library table. Appoint pupils to be responsible for specific tasks related to preparing it. For example, have one or more pupils select the best pictures collected during the reading of *We Work and Play*, while others organize the pictures.

tures, paste them in the book, design and make the covers, etc. The pictures pasted in the book may be labelled by the teacher with text that is interesting to the pupils and readable immediately or very early in the school term.

Vocabulary Test II

Give Vocabulary Test II (Work-Book, page 42). Instructions for administering the test and evaluating the results are given on pages 161-163 of this *Guidebook*.

look <i>work</i> away	<i>play</i> funny away	up <i>help</i> play	<i>big</i> and red
yellow look <i>little</i>	<i>is</i> up l	the <i>not</i> oh	<i>away</i> yellow down
work <i>make</i> look	oh <i>my</i> up	car <i>can</i> run	funny and <i>find</i>
mothers <i>something</i> yellow	<i>the</i> blue not	<i>Father</i> Finds Mother	run <i>red</i> and
can <i>car</i> run	baby <i>boat</i> not	play <i>blue</i> boat	Father <i>Mother</i> Makes

NOTE: It is important that the third Pre-Primer, *We Come and Go*, be introduced as soon as the activities with *We Work and Play* are completed. The reasons for this are explained on page 135 of this *Guidebook*.

*We Come and Go**

Content of the Book

Stories

The stories of this Pre-Primer are based on experiences the family in which excursions of various kinds are prominent. Mother and Father, Dick, Jane, and Baby, and Spot, Puff, and Tim, whom the pupils met in *We Work and Play*, appear continuously. They engage in a series of activities that are familiar and very interesting to most children. Interest is heightened by the fact that these activities are presented in the form of story plots in which something unusual happens and which end with surprising or humorous incidents.

The fact should be noted that the plots are more advanced than those of the first two Pre-Primers. After the introduction of the past tense *said*, several characters may speak on each page. Thus, even though only a few episodes appear in each story, much more rapid and dramatic action is possible in the plots. For this reason the stories lend themselves very effectively to dramatization. Likewise, oral reading involves changes in inflection and tone of voice to suit a given character's personality may be effectively stressed.

Theme of the book

The first three stories, in which the children go shopping with Mother, introduce the "go" theme, both through the trip to the store and the use of toys that go. In the fourth story the "come" idea is introduced in the sense of inviting someone to play. The theme is carried on and enlarged in stories about things that come and go from place to place.

* *We Come and Go* may be used as the initial Pre-Primer for pupils of superior ability who are well prepared for reading. It provides for the basic development of all words, including the seventeen introduced in *We Look and See* and the additional twenty-two introduced in *We Work and Play*. However, all pupils, including those of more than average ability, will benefit from the use of the three Basic Pre-Primers read in the appropriate sequence. If *We Come and Go* is used as the initial book for the reader, *We Look and See* and *We Work and Play* will provide interesting stories to read at sight.

Procedures Used in Reading

Preceding and paralleling the reading of the stories, careful attention should be given to the pictures that accompany the verbal text. Stimulating discussions based on the pictures will add greatly to the pupil's interest and his understanding and enjoyment of the story plots. They will also promote growth in ability to read on increasingly mature levels.

Introducing the Book

WORD CARDS: 10, 32, 44, 76, 88, 114

PHRASE CARD: 8

For pupils who have read *We Look and See* and *We Work and Play*, the time devoted to introducing *We Come and Go* may be relatively brief. As soon as the introductory lesson has been presented, they should pass on to the reading of the first story in the book.

Discussing
the book

Discuss with the pupils interesting trips they have made. Encourage them to name the things in which they went. For example, cars, trains, boats, aeroplanes. Lead the pupils to tell also about toys that go from place to place, such as coaster wagons, tricycles, toy autos, roller-skates.

Show a copy of *We Come and Go* and say, "Our new book tells about Dick and Jane and Baby at play. In some stories they have a good time playing with their toys. In other stories they go on trips with Father and Mother." (If the pupils have not read *We Look and See* and *We Work and Play*, tell them that the new book contains stories about three children, their father and mother, and their pets.)

"Some of the pictures show the children having a good time riding in things that go." Point to the front cover of *We Come and Go* and say: "Whom do you see in these pictures? What are they riding in? The title of the book (pointing to it) tells us what the children in the pictures are doing. It says *We Come and Go*." Help clarify the meaning of "come" and "go" by having one or more of the pupils dramatize the meaning of each word.

"Would you like to look at some of the pictures in our new book?" Show various pages in the book, and make comments or ask questions about the pictures to arouse interest.

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**Reviewing
names of
characters**

"Before we read, let us see if we can find in the pocket chart (or on the blackboard) the names of all the people we just saw in the pictures of our new book." The teacher should have put the names in the pocket chart or on the blackboard in advance. "Who will select one name and read it to us?" Direct a pupil to go to the pocket chart, select a card, and read the name. This procedure may be varied by asking pupils to find given names. Continue the practice only as long as it seems valuable. In the case of Baby, point out the fact that she has a name in this book. Her name is *Sally*. Write *Sally* upon the blackboard or put it in the pocket chart.

NOTE: If any of the pupils have not read *We Work and Play*, teach the names of the characters as suggested on pages 165-166 of this *Guidebook*. Include both *Baby* and *Sally* among the names presented. Most of the remainder of the period should be used for this purpose. It is important that the pupils learn at this time to identify the words *Dick*, *Jane*, *Baby Sally*, and *Mother*, which are used in the first lesson in the book.

**Directing
proper use
of the book**

Ask the pupils what things they should remember in taking care of their books. Emphasize once more the correct procedures in handling books (*Guidebook*, page 137).

Go, Go, Go

(Pages 3-8)

NEW WORD: *Sally*

WORDS IN THE FIRST OR SECOND PRE-PRIMER: *go see mother*
Baby Dick Jane oh and

DEVELOPMENTAL UNITS: *Baby Sally Go Dick Go go go*
Oh Mother See Dick go See Dick and Jane go

WORD CARDS: 4, 32, 53, 76, 88, 95, 119

PHRASE CARDS: 8, 28, 62

Preliminary Development

With the exception of the word *Sally*, there are no new words in this lesson for pupils who have read the first two Pre-Primers. These pupils will need no further preliminary development, since *Sally* was presented when the book was introduced.

For pupils who have not read the previous Pre-Primers, following development is essential:

enting
bulary

Ask the pupils to describe some of their experiences with toys that go. Ask if any of the pupils have ever had a race in their yard or on the sidewalk while playing with scooters or coaster wagons or roller-skates. Say, "One day Dick and Jane had a race. *Baby Sally* was watching them." Present *Baby Sally* and have it read.

NOTE: The word "present" as used in these lesson plans indicates that the words should either be placed in the pocket chart or written on the blackboard.

When presenting a new sentence or phrase, read it aloud as you present it, sliding the hand rapidly from left to right to establish correct eye movements. Give the children time to look at the sentence carefully to gain a general impression of its form.

"Here is what Sally said to Dick and Jane, *Go, Dick. Go, Jane. Go, go, go!*" Present the three italicized sentences, one at a time.

In the preliminary development for this story remove a line after the children have read it several times and before a new one is presented, in order to avoid the possibility of confusing the children with too many symbols.

"Dick and Jane went very fast. First Dick was ahead and then Jane. Soon Mother came out to watch them, and Sally called, *Oh, Mother! See Dick go. See Dick and Jane go. Oh, oh, oh!* Present each italicized sentence or phrase as directed above. Read it to the children and then have them read it, first silently and then orally. (See the notes on page 142 of this *Guidebook*.) "Jane won the race, and the three children went into the house with Mother."

cking the
entation

To prepare the pupils for reading several lines of print, present the italicized phrases and sentences again and have the pupils read them, first in two-line units and then several lines at a time. (For further suggestions see this *Guidebook*, pages 142-143.)

ading from the Book

"The first story in our new book is about a race that Dick and Jane and Baby had." Distribute the books and help the pupils find the story.

Page 3: "Look at the picture. What do you see? Read the line under the picture. This sounds as if the race would be a fast one. I wonder who will ride in the wagon and who in the auto. Turn the page and we will find out."

ded
ding

Page 4: "Whom do you see in this picture? Who will ride in the wagon? Who is in the toy auto? What is in the auto with Baby? Where do you think Mother is going?" Call attention to the basket. "Baby is talking. Read to yourselves what she says." Guide the pupils line by line in both silent and oral reading. Have the entire page reread orally. (For procedure in guiding the reading, see page 140 of this *Guidebook*.)

Page 5: "Look at the picture. I think Baby wants to get to the store first, so she is starting ahead of Dick and Jane. Look at Spot and Puff. Do you think they want to go, too? Dick and Jane are ready to start. They are laughing at Baby. What does Jane say to Baby?" Guide the reading.

Page 6: "Dick and Jane are now going so fast that they have passed Baby. What does Baby say?" Guide the reading line by line, and then have the three lines read as a unit.

Page 7: "Is Baby still behind? My, she must be going fast. Dick and Jane are looking at her instead of watching the wagon. Jane sees that Baby is catching up with them. Read what Jane is saying to Dick." Guide the reading of the page. Then direct attention to the picture by asking, "Where is the wagon going? Look at the front wheel. Why is it going that way?"

Page 8: Allow the children to enjoy the picture. Then ask, "Who won the race? Why did the wagon upset? What is Baby saying to Mother?"

Rereading

Since the action of the story is told only in the pictures, have the pupils study each picture as they retell the story incident by incident. Relate the picture and verbal text by having the pupils tell who is talking before they reread the verbal text. In the oral reading of the verbal text, stress talking the way the characters would talk. Models for retelling the story are given on pages 151 and 170 of this *Guidebook*. If the pupils have not read the previous Pre-Primers, use the model on pages 144-145.

Related Practice

Visual perception

Direct attention to the outstanding characteristics of certain words by having the children circle all the words in a column that are the same as a word at the top. For example:

<i>Sally</i>	<i>Mother</i>	<i>Jane</i>	<i>See</i>	<i>go</i>
Baby	Dick	Jane	Jane	oh
Dick	Mother	Dick	See	go
Sally	Baby	Baby	Sally	see
Jane	Mother	Mother	and	an

Work-Book

Use pages 43, 44, and 45. For directions, see those pages and page 81 of the Work-Book.

Correlated Activities

Bring
ies

Read "The Race," from *Sally Does It*, by Baruch and Montgomery. (See the note on pages 46-47 of this *Guidebook*.)

Normal
ussion

If the children ride on the sidewalks in their coaster wagons and other toys "that go," discuss the safety rules that should be observed when crossing the street. Bring out the need for watching *red* and *green* signals at street corners, if playing in the city, and the need for looking both ways before crossing a street or road in the city or country.

Anging
xhibit

To extend the meaning of the word "go," have the pupils prepare an exhibit of toys that can go or pictures of objects that can go. The exhibit may be separated into two parts—things that can go from place to place (e.g., cars, wagons, aeroplanes, boats) and things that go in other ways (e.g., a top that spins).

Tim and Baby Sally

(Pages 9-12)

NEW WORD: *wants*

WORDS IN THE FIRST OR SECOND PRE-PRIMER: *Tim something look*

DEVELOPMENTAL UNITS: *Baby wants something Dick sees something*

WORD CARDS: 10, 32, 76, 122, 143

Preliminary Development

"The first story in our new book told about Baby and Dick and Jane going to the store with Mother. Our next story will tell what happened in the store."

NOTE: From this point on, only words that are new in *We Come and Go* will be developed in the lesson plans. However, if the pupils have not read *We Look and See* and *We Work and Play*, the words in the first two Pre-Primers that are listed at the beginning of each lesson plan must also be developed, as demonstrated in the preceding lesson plan.

Sending
abulary

"Whenever Baby goes to the store with Mother and Dick and Jane, she sees something she wants. This is what she says." Present *Baby wants something*, read it to the pupils, and

then have them read it. Then present the lines *Jane wants something* and *Dick wants something*, and have the pupils read each line as it is presented, first silently and then orally.

Checking the presentation

Have the three lines read as a unit, first silently and then orally.

Reading from the Book

Guided reading

While helping the pupils find the story in the book, remind them that Baby took Tim to the store with her.

Page 9: Ask, "Whom do you see in the picture? What is Baby Sally holding? The name of the story is under the picture. Read it."

Page 10: "Who are in this picture? What kind of store is this? What is Mother doing? What are Dick and Jane doing? Baby is watching them and talking to Tim. Read what she is saying." Guide the reading line by line.

Page 11: "Look at Baby in this picture. What is she doing? Remind the children that Baby likes to pretend that Tim can do whatever she does. "Read what Baby is saying." Guide the reading. "Now turn the page to see if Tim gets something."

Page 12: "What did Tim get? Baby thinks Tim's new hat is very funny. Read what she says.

"Look at the little picture at the bottom of the page. What is riding with Baby? What is he wearing that he got at the store? How are Dick and Jane helping Mother?"

Rereading

In rereading this story, the pictures and verbal text should be combined, as suggested in the model lessons on pages 144, 145 and 170. It is of the greatest importance that the pupils enjoy the story as a unit and that they combine the clues from the pictures and verbal text in securing a clear understanding of the story.

Related Practice

Associating pictures and verbal text

To promote the ability to associate pictures and verbal text, put pairs of sentences on the blackboard. Then have the children read the sentences. Test comprehension of the couplets by having the children point to portions of the pictures on pages 10, 11, and 12 of *We Come and Go*.

Look and see.	Jane sees something.
See something Tim wants.	Jane sees Tim.
Look and see.	Dick sees something.
See something Mother wants.	Dick sees Tim.

litory
ception

To promote auditory recognition of the initial consonants *d*, *j*, and *s*, pronounce the word *Dick* and follow it with the names of all the children in the class whose names begin with the consonant *d*. Say that these names all sound alike in the beginning. Pronounce in turn the names *Jane* and *Sally*, having the children whose names begin with the appropriate consonant rise.

rk-Book

Use pages 46 and 47.

Correlated Activities

king and
rding
ursions

The children may make excursions to the neighboring stores and interview the storekeepers, discussing in advance the questions they will ask.

king
ies

They may then make picture-story records of their experiences for a make-believe movie.

NOTE: Pictures should be mounted on strips of heavy wrapping paper five inches wide. Cut an opening four inches square in the side of a cardboard box. This will be the front of the theatre or the screen of the movie. Cut a slit five and one-quarter inches high on each side of the theatre one inch from the front. Slip one of the strips of mounted pictures through the slits on each side. Put a weight in the box and replace the cover.

Picture sequences retained from *Before We Read* and from such Work-Book exercises as pages 2, 8, etc., may also be mounted and used in this way.

Puff and Spot

(Pages 13-16)

V WORD: *said*

WORDS IN THE FIRST PRE-PRIMER: *Puff Spot funny*

DEVELOPMENTAL UNIT: *Baby Sally said*

WORD CARDS: 4, 50, 113, 114, 119, 124, 135

PHASE CARDS: 7, 8, 16, 50, 55, 57

Eliminary Development

senting
abulary

"In the story we read yesterday, Baby wanted Tim to look. This is what she said." Place the words *Look, look* in the pocket chart and have the children read the line. Then remove

it and say, "These words tell us that it was Baby who said 'Look, look!'" Hold up the phrase *Baby said* and place it in the pocket chart, reading it to the children. Then add the words *Look, look* to make the sentence *Baby said, Look, look*. Have the children read the whole line, first silently and then orally. Substitute *Dick said, Jane said, Mother said* in rapid succession, having the children read the line each time.

Checking the presentation

If further practice on the word *said* is desired, use sentences which require closer scrutiny of the word forms. For example: *Baby said, See Tim; Baby Sally said, See Tim; Sally said, See Tim; Sally said, See, see!*

Reading from the Book

Guided reading

"Our last two stories told about Mother and the children going to the grocery store and what happened there. After they left the grocery store, they went to another store. Puff and Spot went with them but had to stay outside."

Page 13: Help the children find the page and then say, "Here they are looking through the screen door. What does the line under the picture say? What do you suppose they are looking at? Turn the page to find out."

Page 14: "Who are in this picture? What kind of store is it? Where are Puff and Spot? Read the first line to find out what is talking."

Guide the reading of the page line by line to find out what Baby said. If the pupils have no difficulty in following long thought units, the page may be read as a unit.

Page 15: "Where are Mother and Dick and Jane and Baby now? What are Puff and Spot doing? What do you think they want? Something is happening that Baby Sally does not see. Can you see what it is?"

Guide the reading of the three-line unit to find out what Jane said. Then read the next three-line unit to find out what Dick said.

Page 16: "Oh, dear! See what happened. Are Puff and Spot happy? Do you think Baby is happy?" Suggest that Mother will probably buy her another ice-cream cone. "Read what Sally said."

Rereading

During the rereading have the children tell the story as they look at the pictures. Begin by asking them who talked in the first page. Have them read to find out what Baby Sally said.

Attention may be called to the quotation marks at the beginning and end of what she said.

"Who talked first on the second page of the story? What did Jane say? How can we tell the part that Jane said?" Similarly, have the pupils find and read what Dick said on page 15 and what Baby said on page 16. "Why do you think Puff and Spot jumped up for Baby's cone?"

Related Practice

ning
aid

In order to stress the meaning of *said* as a word indicating quotation, place in the pocket chart a sentence about a given picture, asking the children to select from a group of phrases the one indicating who is likely to say it. For example, have the children look at page 15, read the line *Funny, funny Spot* from the chart, and from the chalk ledge make a selection from the phrases *Mother said, Sally said, Baby said, Dick said, and Jane said*. Discussion may clarify the fact that all but Baby would be likely to think Spot and Puff funny on page 15.

itory
ception

To promote auditory recognition of the initial consonant *s*, pronounce the new word *said*. Then say to the pupils:

"We have learned other words that begin the same as *Sally* and *said*. One is *something* and another is *see*. Have the children think of things which begin with the same sound. Such words as *soap, socks, sack, sail, sand, sea, soup, soldier, saucer, six, seven* are good to have in mind before beginning this exercise, since the teacher may need to provide clues.

If children have difficulty in articulating the *s* sound, refer to the Speech Improvement Cards and accompanying Manual. (See pages 120 and 131 of this *Guidebook*.)

ual
ception

To prevent confusion of the words *said* and *and*:

1. Place several of these word cards in the pocket chart or write the words on the blackboard. Have a pupil frame or underline the word pronounced by the teacher.

2. Two columns of words, each composed of *and* and *said*, may be written on the blackboard and identical words connected by lines.

rk-Book

Use page 48.

Related Activities

ring
ies

During the story-telling hour read to the pupils "Ice Cream Cones," from *Sally Does It*, by Baruch and Montgomery. (See the note on pages 46-47 of this *Guidebook*.)

**Dramatizing
the story**

The pupils may dramatize the shopping expedition of the first three stories.

NOTE: Dramatizations should be creative work resulting from ideas gained through reading. The opportunity for expression through dramatization in turn stimulates the child's imagination and increases his ability to interpret what he reads or hears.

The characters may be listed and the children allowed to choose out for the parts. In doing this, several children may show how they would play each part. After the characters have been selected, the children should review what happened in the story so as to interpret the episodes in their proper order. Help in organizing ideas may be given. Ask questions such as "What happened first? Who was the first one to talk? What did she say?"

Come and Jump

(Pages 17-22)

WORDS IN THE FIRST OR SECOND PRE-PRIMER: *come* *jump*
Father *play* *is* *can* *run* *not*

DEVELOPMENTAL UNITS: See the italicized phrases below.

WORD CARDS: 10, 113, 114

PHRASE CARDS: 7, 8

Preliminary Development

If the two preceding Pre-Primers have been read, the pupils will meet no new words in this story. If *We Come and Jump* is the first Pre-Primer to be read, the words listed above must be developed, as demonstrated in the lesson plan for the first story in this Pre-Primer (*Guidebook*, page 197).

Since the inverted form *said Baby Sally* may cause difficulty, the teacher should call attention to this inversion. Present *Baby said* and have it read. Then present *said Baby* and have it read. Treat *Baby Sally said* and *said Baby Sally* similarly.

Reading from the Book

Ask the pupils to tell about some of their outdoor games at home and on the playground. Lead the discussion to "jump rope." After some of the pupils have told about their experiences, say, "Our next story tells how well the family jump rope. Some very funny things happen."

Guided
Reading

Page 17: After the pupils find the page, ask, "Who are in this picture? The name of the story tells what they want someone to do. Read the line. Do you think anyone will jump rope with them? Maybe the next page will tell us."

Page 18: "I can tell by the picture that at least two people are saying something. Who do you think they are? The first line tells you who speaks first. What does Dick want Father to do?" Guide the reading of the first two lines. Then ask, "Who spoke next? Read what she said."

Page 19: "Did Father do what Dick and Jane wanted him to? Who are watching Father and Dick and Jane? Who is talking? What does she want Mother to do?" Guide the reading.

Page 20: "Here is Mother jumping rope. She can jump very well. Someone is talking to Father in the first line. Who is it?" Guide the reading line by line or as a three-line unit to find out what Jane said. Then say, "Look at Baby Sally. Why is she laughing? The last part of the next line tells you that she said something, too. Read what she said."

Page 21: "Well, well, Spot and Puff are having fun in this picture. What are they doing? Who spoke to them first? Read what Dick said. Someone else spoke to them. Read what she said. Do you think Spot and Puff can jump rope? Maybe the next page will tell us."

Page 22: "Can Puff jump? What happened to Spot? Read what Dick said." Guide the reading of the first three lines and then of the rest of the page, line by line if necessary.

Rereading

Have the entire story reread, combining the picture and verbal text.

Related Practice

Associating
pictures and
verbal text

To give practice in associating verbal text with a picture, write the following sentences on the blackboard, one group at a time. Have the children look at the pictures on pages 19 and 22 and indicate which two sentences tell what is happening in the picture.

Page 19

Sally said, "Come, Mother."
Sally said, "Father is funny."
Sally said, "See Mother play."

Page 22

Dick said, "Puff can run."
Dick said, "Spot can not jump."
Dick said, "See Father jump."

Auditory perception To promote auditory recognition of the initial consonant *j*, read the jingle "Jack and Jill" to the children.

Then, tell the children you know another jingle about Jack. In this jingle there is a word they know that begins the same as Jack, Jill, and Jane. Read the jingle "Jack Be Nimble."

Work-Book Use pages 49, 50, and 51.

Correlated Activities

Dramatizing the story Dramatize the story if desired. See page 204 of this *Guide-book* for suggestions.

Come and See

(Pages 23-28)

NEW WORD: *it*

WORDS IN THE FIRST OR SECOND PRE-PRIMER: *down up work I*

DEVELOPMENTAL UNITS: See the italicized sentences and phrases below.

WORD CARDS: 4, 29, 37, 53, 74, 119, 155

PHRASE CARDS: 13, 29, 72

Preliminary Development

"One day Father and Sally were taking a walk. They saw a steam-shovel digging a hole in the ground." Show pictures of a steam-shovel at work and, if possible, take the children to see one. Tell them it is a machine that can dig up a big place for a basement or for the foundation of a building. Ask the pupils to tell about any steam-shovel that they have seen.

Presenting vocabulary

"When Baby saw the steam-shovel working, she said, *Come and see. Come and see it. Come and see it work.*" Present the first line and have it read. Then say, "This word is *it*." Present *it* and have the pupils say it. Say, "I am going to add the word *it* to the sentence on the board. Now what does the sentence say?" (*Come and see it.*) Have the sentence read silently and orally. Then present the third sentence, *Come and see it work*, and have this sentence read.

"As Baby watched the machine, she said, *See it go up. See it go down. See it work.*" Present each line and have it read.

Checking the presentation

Have the children read all the lines as a unit, first silently and then orally.

Reading from the Book

Help the children find the story in their books.

Guided
reading

Page 23: "Here are Baby Sally and Father looking over a fence. What is Sally carrying? They are looking at something. What do you think it is? Read the name of the story."

Page 24: "What does Father want Dick and Jane to do?" Guide the reading of the first three lines. "Now read what Sally said to Dick and Jane. I wonder what Father and Baby Sally are looking at."

Page 25: "What are they looking at? Is the machine up or down now? Read what Father said. What did Baby Sally say? Look at the picture again. Baby doesn't seem to have a very good hold on Tim."

Page 26: "Oh, dear! See what happened to Tim. Does Dick see what happened? What is he looking at?" Guide the reading. Then say, "No, Dick is watching the machine. Who does see Tim? Read what Jane said. Look at the picture again. Where has Tim fallen?"

Page 27: "Poor Tim! Will they be able to get him? It doesn't look as if they could. Does Sally see Tim? Read what she said. What does she want Father and Dick to do? Can they do it? Read what Father said. Will Baby ever get Tim again? Maybe the next page will tell us."

Page 28: "What is happening here? The machine that went down has come up again. What came up with it? See how happy everyone looks. Read what Jane said. Read what Father said."

reading

Study the pictures and the verbal text in rereading the story. After the story has been reread once, select pupils to represent the characters and read what they say.

Related Practice

Clarifying
meanings

To clarify meaning associations related to ideas in the text, proceed as follows:

Say, "I am thinking of a steam-shovel. Which of these two sentences is right?" Put the following sentences on the blackboard, one pair at a time:

It can go up.

It can not go up.

It can see Tim.

It can not see Tim.

Auditory perception

To develop auditory recognition of the initial consonants *b* and *p*, pronounce the following groups of words and have the children tell the ones that have the same initial sound: *baby, boat, big, leaf; ball, rug, bib, bowl; play, puff, pie, nail; pen, pot, rake, pan.*

Work-Book

Use pages 52, 53, and 54.

Correlated Activities**Making movies**

Continue dramatizing stories and making movie reels as suggested on pages 204 and 201 of this *Guidebook*.

Hearing poems

Read to the pupils such poems as "Building Machinery," from *I Like Machinery*, by Dorothy W. Baruch.

Spot and the Ball

(Pages 29-32)

NEW WORD: *ball*

WORDS IN THE SECOND PRE-PRIMER: *the find big little*

DEVELOPMENTAL UNITS: See the italicized sentences below.

WORD CARDS: 4, 11, 13, 23, 29, 32, 37, 45, 53, 70, 74, 76, 77, 81, 102, 113, 119, 122, 130, 143a

PHRASE CARDS: 11, 16, 21, 39, 50, 51

Preliminary Development**Presenting vocabulary**

"One day Dick wanted to play. He asked Jane to come and play with him." Present *Come and play*. "He wanted Jane to play ball with him. So he said, *Come and play ball*." Add the word *ball* to the sentence and have the pupils read it, first silently and then orally.

"Jane began looking for the ball. She looked and looked, but she could not find it. This is what she said to Dick. *Find the ball. I can not find the ball*." Present each sentence for silent and oral reading.

Then say, "Soon Dick found something. This is what he found." Present the phrase *the big ball*. "Dick and Jane have another kind of ball, too." Present the phrase *little ball*.

Checking the presentation

Have all the sentences reread in answer to thought questions.

Reading from the Book

"While Jane and Dick were looking for the balls, Spot came along and saw them. The next story in our book tells what he did."

Guided reading

Page 29: "What is Spot doing here? Read the name of the story." Write the title on the blackboard, since there is a capital *b* in the word *Ball*.

Page 30: "What is Jane doing? Who talked first? Find out what he said." Have the first three lines read as a unit. "Jane talked next. Read what she said."

After the page has been read, ask the question, "Why can't Jane play yet?"

Page 31: "What is Dick doing in this picture? Read what he said. Read what Jane answered."

Page 32: "Who has found the little ball? Read what Dick said." Guide the reading of the first three lines. "What is Spot doing with the little ball? Read what Jane said when she saw Spot running away with it."

Rereading

Reread the story, combining the pictures and the verbal text. Then choose pairs of pupils to represent Dick and Jane, and have them act out the picture-story as they read what was said. Encourage the pupils to read in a natural, conversational tone. The other children may follow the story silently, noting both the action of the pictures and the verbal text.

Related Practice

Establishing comparative terms

To establish the concept of *big* and *little* as comparative terms, the teacher may place big and little objects around the room in pairs for the children to find. Write on the blackboard these directions for the pupils to read and follow:

Find something big.

Find something little.

Reading riddles

To check on the recognition and understanding of new words, present riddles such as the following, the answers to which are found in picture cards placed before the children.

I see something little.

It can go.

It can not see.

Find it.

(a toy car)

It can jump up.

It can jump down.

It can see.

Find it.

(Puff or Spot)

**Visual
perception**

To give practice in the rapid recognition of phrases indicating quotations, present the following sentences, putting the "said" phrases along the chalk ledge and the remainder of each sentence in the pocket chart:

Come and play ball (said Dick).
(Jane said) Find the ball.
(Dick said) I see the little ball.
I want the big ball (said Jane).

Have the children select from the phrases (*said Dick, Jane said, Dick said, said Jane*) on the chalk ledge the one needed to complete the sentence as dictated by the teacher.

**Auditory
perception**

To promote auditory discrimination between the sounds of the initial consonants *b* and *p*, use the procedure described on page 208 with the following: *bag, bib, bone, pin; pot, pig, bar, peg; put, pin, bat, pear; pace, page, baby, pipe.*

Work-Book

Use pages 55, 56, and 57.

Correlated Activities**Dramatizing
the story**

If desired, have the story dramatized. For suggestions see page 204 of this *Guidebook*.

**Hearing
stories**

Read to the pupils other stories about children at play with their pets. (See the Bibliography on pages 432-435.)

Come and Help

(Pages 33-36)

NEW WORDS: *to me in may*

WORDS IN THE SECOND PRE-PRIMER: *help car*

DEVELOPMENTAL UNITS: See the italicized phrases and sentences below.

WORD CARDS: 4, 29, 63, 86, 155

PHRASE CARDS: 15, 42, 85

Preliminary Development**Presenting
vocabulary**

Encourage the children to tell about picnic trips they have taken. Then ask: "When your father and mother are getting ready for a picnic, what do they often want you to do?" Elicit and present the phrase *to help*. "How do you go?" Elicit and present *in the car*.

"One day Dick and Jane and Sally and their father and mother were going to have a picnic in the country. Mother said to Dick and Jane: *Come to me. Come and help me. Come and help me work.*" Present these sentences one at a time, reading each sentence to the pupils and having them read it. Then have all the sentences read as a unit.

Checking the
presentation

Have the pupils study the phrases and sentences again and frame the phrases: *to help, in the car, to me, help me, etc.*

Reading from the Book

Guided
reading

Page 33: "What is Father doing? Read the name of the story."

Page 34: "What are the children doing? Find out what Jane said." Guide the reading of the first three lines. "What does Mother want Dick and Jane to do? Read the lines that tell you. Look at the picture again. What are on the steps, and what is in Mother's hand? Can you guess what Mother wants Dick and Jane to help her do?"

Page 35: "What are Dick and Jane doing in this picture? Where are they going to put the things they are carrying? What does Sally want to do? Read what she said. Does Mother let Sally help? Read what she said to Sally. What is she giving Sally to carry to the car?"

Page 36: "Where will Sally put the sweaters? Does she see something funny? Read what she said about Puff." Guide the reading of the first five lines. "Look at the little picture at the bottom of the page. What is Baby Sally doing to Puff? Read what she said."

Rereading

Use previously suggested procedures for reconstructing the action of the story through a study of the pictures. As the story proceeds, have the pupils read orally the things said by different characters, or four children may pretend to be the characters and reread the entire story.

Related Practice

Reading
thought
units

To give practice in reading simple thought units, write the following groups of sentences on the blackboard. Have the pupils read each group and tell who might make each speech.

Come, come.

Come to me.

Come and help me.
(Mother said it.)

I see something.

I see something funny.

It is in the car.

(Baby said it.)

Jane wants to help.
 I want to help.
 Jane and I want to help.
 (Dick said it.)

Run, Dick.
 Run to Mother.
 Run and help Mother.
 (Jane said it.)

NOTE: The above units give special emphasis to the words *it* and *me* and to the words *in* and *to*. Since the word *to* is difficult for children to recognize in some of its settings, it should be used in constructions where it is the antonym of *from* (*to Mother, to Dick, to me, etc.*) as well as in cases where it indicates the infinitive form *to jump, to help, to work, etc.*

Auditory perception

To develop the auditory recognition of the initial consonants *d* and *t* and the ability to discriminate between their sounds, follow the procedure described on page 208 of this *Guidebook* for the consonants *b* and *p*. The following groups of words are suggested: *Dick, down, doll, car; dog, dime, man, day; Tim, two, toy, lion; tar, toy, rose, Ted; dog, Dick, Tom, day; duck, tail, down, do; table, two, doll, took; toy, dime, town, tea.*

Work-Book

Use pages 58, 59, and 60.

Correlated Activities

Planning a picnic

If possible, plan a picnic for the class. In this connection, discuss good picnic spots in the community, plan a well-balanced picnic lunch, and list simple outdoor games.

Making movies

A reel may be made of page 58 of the *Work-Book* as described on page 201 of this *Guidebook*.

We Go Away

(Pages 37-42)

NEW WORDS: *we you here*

WORD IN THE SECOND PRE-PRIMER: *away*

DEVELOPMENTAL UNITS: See the italicized phrases and sentences below.

WORD CARDS: 23, 32, 44, 53, 65, 88, 114, 146

PHRASE CARDS: 6, 45, 103

Preliminary Development

Presenting vocabulary

"In the last story we read, the family was getting ready to go away in the car for a picnic in the country. Someone in the story counted to see if all the family was in the car. She said:

Mother is here. Father is here. Dick is here. Sally is here." Present the sentences one at a time. Read the first one to the pupils and have them read it. Have the pupils read the other sentences as a new name is substituted, silently and orally. Ask the children if they can guess who counted.

"Everyone was in the car, ready to start. So someone said, *We may go.*" Present the sentence. Then say, "Here are some ways of saying that the family was starting." Present *Away we go. Here we go.* "Someone looked around and said, *You may go.*" Present the sentence and have the pupils read it. Ask them to whom the sentence might be addressed.

Checking the presentation

Have the pupils reread the various sentences quickly.

Reading from the Book

Guided reading

"This story tells what happened on the way to the picnic."

Page 37: "Mother and the children are in the car, and Father is just ready to get in. Spot looks as if he would like to go, too. Read the name of the story."

Page 38: "What is happening in this picture? Dick and Father talked here. Let us read to find out what they said."

Page 39: "As they rode along, Jane counted everyone in the car. Read what she said. Find out what Dick said."

Page 40: "What is happening in the picture? How did Puff get into the car? Look at Mother's surprised face. What did Jane say? Can you tell what Sally wants Puff to do? Read what she said."

Page 41: "My, my! Look at Spot! How do you suppose he got there? Does he look comfortable? Let us read the page and decide who must have seen Spot first."

Page 42: "What is Jane doing? Read what she said." Have the first four lines read. "Sally counted the family and the pets in a new way. Let us read how she counted."

Rereading

Use previously suggested procedures.

Related Practice

Clarifying meanings

To clarify the meanings of the pronouns *you, I, and we* and the adverbs *here and away*, place the following questions and pairs of answers on the board, one pair at a time:

Can you come here? I can come here.
We can come here.

Can you jump away? I can jump away.
We can jump away.

Write the names of two pupils on the board. Ask the first pupil to read the question and the other to find the correct answer and read it. Repeat with other pairs of children and with the second question. To develop the meaning of "we," write the name of one child to read the question and two or more to find and read the answer.

Auditory perception

To develop auditory recognition of the initial consonant *w*, proceed as suggested in any of the previous word perception lessons. Begin the series with the known words *want*, *work*, and *we*. Helpful words for this lesson are *walk*, *wall*, *watch*, *weed*, *wire*, *wood*, *wool*, *warm*, *worm*.

If any children have difficulty in the articulation of *w*, appropriate speech correction should be provided. (See the Speech Cards, pages 120 and 131 of this *Guidebook*.)

Work-Book

Use pages 61, 62, 63, and 64.

Correlated Activities

Making movies

Make reels for the movie as described on page 201 of this *Guidebook*. Use pages 62 and 63 of the *Work-Book*.

Something for Spot

(Pages 43-46)

NEW WORDS: *for* *cookies* *three* *one* *where* *a*

DEVELOPMENTAL UNITS: See the italicized phrases and sentences below.

WORD CARDS: 1, 30, 30a, 32, 46, 76, 97, 114, 124, 134

PHRASE CARDS: 2, 23, 96

Preliminary Development

Presenting vocabulary

"While they were at the picnic, Mother wanted to give all the children a surprise. How many children were there in the family?" Elicit the word *three* and present it. "She reached into a bag and brought out some things that were round and flat and sweet. Can you guess what they were?" Elicit the word *cookies* and present it. "How many children were there? That is how many cookies she brought out." Present the phrase

three cookies and ask the pupils to read it. "Whom do you think the cookies were for?" Elicit and present *for Dick, for Jane, for Sally*.

NOTE: With slow groups the preliminary development may prepare for reading only the title page and page 44, in which case conclude it at this point by having the pupils reread the phrases to establish recognition of the words *for, cookies, and three*. The Work-Book, page 65, may be used after page 44 of *We Come and Go*. If the entire story is to be read in one day, continue the preliminary development as given below.

"There was one cookie for each of the three children." Present the phrases *one for Dick, one for Jane, one for Sally* by inserting the word *one* in front of the prepositional phrases presented above. "Here is another way to say it: *a cookie for Sally, a cookie for Jane, a cookie for Dick*. But one of the children asked, *Where is a cookie for Spot?*" Present the sentence.

Checking the
presentation

Ask the children to point to and read the lines that answer such questions as, "Which line is about a cookie for a dog, for a boy, etc."

Reading from the Book

Guided
reading

Page 43: "What is happening in the picture? What is Mother doing? What is Spot doing? I wonder if Spot will get some of the lunch. Read the name of the story. What do you think it will be?"

Page 44: "What is Father doing in this picture? What is Mother doing? Do you think the children are hungry? What is Sally looking at? All three children talk on this page. We will read to find out what each one said." Guide the reading.

Page 45: "Mother handed the three cookies to Sally. To whom did Sally give one cookie? To whom is she giving another cookie? What is Spot doing? Read what Sally said." Guide the reading of the first four lines. Then ask, "Has Sally a cookie for Spot? Read what Dick said." Before turning the page to reveal the climax, let the pupils tell what they think will happen next.

Page 46: "Look at the top picture. What is Sally doing? Read what she said. What did Jane say? What is Mother doing in the picture at the bottom of the page? Read what she said."

Rereading

Allow the pupils to discuss the various incidents of the story as they look at the pictures. Then select pupils to read what each character says.

Related Practice

Visual perception

To promote the rapid recognition of words in phrases that are more or less similar in meaning and form, proceed as follows: "I am going to write some words from the story on the blackboard. As they are written, tell me what I write."

a cookie	for Spot	Where is the cookie?
one cookie	for Baby	Here is the cookie.
the cookie	for you	Where is it?
three cookies	for me	Here it is.

Auditory perception

To develop auditory recognition of the consonants *g* and *c* and the ability to discriminate between them when heard initially, proceed as in previous lessons, using the following groups of words: *car, cookies, can, boat; come, top, cane, comb; go, girl, game, rose; goat, gate, leaf, gun; cat, cup, gun, can; cookie, cane, goat, cone; game, girl, came, go; goat, goose, cake, gum.*

Repeat pairs of words and have the children indicate whether they are alike or different in the beginning. For example: *goat, goat; coat, goat; coat, coat.* Repeat in various combinations the following pairs: *came, game; class, glass; curl, girl; gap, cap; coal, goal.*

If children have articulation difficulties, such as substituting *t* for *c* or *d* for *g*, appropriate speech correction should be provided. (See Speech Cards, pages 120 and 131 of this *Guidebook*.)

Work-Book

Use pages 65, 66, and 67.

Correlated Activities

Dramatizing the story

This story offers good possibilities for dramatization. (See the note on dramatization on page 204 of this *Guidebook*.)

Sally Sees the Cars

(Pages 47-52)

WORDS IN THE SECOND PRE-PRIMER: *yellow blue boat red*

WORD CARDS: 4, 16, 17a, 24, 73, 110, 122, 130, 150, 156

PHRASE CARDS: 95, 96

Preliminary Development

There are no new words in this story for pupils who have read *We Work and Play*. If *We Come and Go* is the first Pre-Primer read, the words listed above must be developed.

Reading from the Book

"Dick and Jane and Baby Sally liked to watch things that go. After they ate their picnic lunch, they took a walk in the park. Our next story will tell what they saw."

Page 47: "What do the children see in this picture? The name of the story is under the picture. It tells what Sally is looking at. Read it."

Page 48: "What kind of car do you see in this picture? Have you ever been in a bus? What color is the bus in the picture? Jane calls it a car. She wants Sally to look at it. What did she say to Sally? How did Sally answer?"

Page 49: "Dick sees another car. What color is it? Read what Dick said. Read what Sally wants to do."

Page 50: "Where are the children now? What do they see? What does Sally want to do? Read what Dick said."

Page 51: "What are the children looking at in this picture? What three colors is it? Who talked first? Read what she said. What does Sally want to do?"

Page 52: "Here is something that can go up. Can Baby Sally go up in it? Read what Dick told her. Sally enjoys riding in the swing. Read what she said."

Rereading

In rereading the story, ask three pupils to take the parts of the characters and read the different pages.

Related Practice

Following directions

To develop ability to follow written directions, place on the blackboard or in the pocket chart such questions as:

Where is the red boat?

Where is the yellow car?

Where is the blue car?

Where is something red and yellow?

Have the pupils open their books to the story they have just read. Then have them read each question on the blackboard and find in the picture the thing the question asks about.

Work-Book

Use pages 68, 69, and 70.

Correlated Activities

Informal discussion

Have the children tell of experiences they have had in cars or boats, aeroplanes, etc.

Three Big Cookies

(Pages 53-56)

NEW WORD: *two*

WORDS IN THE SECOND PRE-PRIMER: *make my*

DEVELOPMENTAL UNITS: See the italicized sentences below.

WORD CARDS: 13, 30, 50, 70, 81, 90, 97, 119, 134, 140

PHRASE CARDS: 10, 24

Preliminary Development

Presenting vocabulary

Recall the children's experiences in the previous stories about the picnic. Then say, "After Dick and Jane and Sally left the swings, they got their toys from the car and played on the sand-pile. While they were playing, Dick made something new. Here is what he said." Present *I can make one cookie*, and have it read. "Here is something else he said." Present *See my cookie*. Clear the pocket chart.

"This is what Sally made." Present the phrase *two cookies* and have the pupils read it, supplying the word *two* for them. "She counted her cookies." Present the phrase *one, two cookies*. "They were little cookies." Add the word *little* to the phrase. "So she said *one, two little cookies*. This is what Jane made." Present and have the children read *three cookies*.

Checking the presentation

Ask the children to tell whose cookies each of the three following phrases refers to: *my funny cookie*, *my two little cookies*, *my three big cookies*.

Reading from the Book

Guided reading

Pages 53-56: Study the title page, discuss what Jane is doing, and have the pupils read the name of the story. Direct the study of the pictures on the remaining pages and guide the first reading of the text. Use questions which will lead the children to note the number of cookies that were made, and what happened to Dick's funny cookie when Spot jumped for it.

Rereading

Have the children dramatize the story by taking the parts of the characters and reading only what they say.

Related Practice

Following written directions

To give practice in following written directions, ask the children to make on the blackboard or on paper the simple drawings called for by such sentences as:

Make one big yellow car. Make two little cookies.
 Make one little red car. Make two big funny cookies.

Making inferences

To promote the ability to associate picture and verbal text, place the following sentences on the blackboard:

See my funny big cookie.
 See my two little cookies.
 See my three cookies.

Ask the children to look at the picture on page 55 and select the person who might say each of the sentences above.

Auditory perception

To develop auditory recognition of the nasal consonants *m* and *n* and the ability to discriminate between them, proceed as in the lessons on pages 208, 210, and 216 of this *Guidebook*, using the words *Mother, me, make, my, man, meat, moon, mouse, milk, mail; not, nose, neck, nail, nest, nut.*

Work-Book

Use pages 71 and 72.

Correlated Activities**Looking at picture books**

Put on the reading table picture books showing children playing on the beach and in sand-boxes and sand-piles.

We Make Something

(Pages 57-60)

NEW WORD: *house*

DEVELOPMENTAL UNITS: See the italicized phrases and sentences below.

WORD CARDS: 1, 69, 70

PHRASE CARD: 10

Preliminary Development**Presenting vocabulary**

Recall the preceding story, in which the children made cookies out of sand. Then ask the pupils what else children like to make out of sand. "Dick and Jane and Sally each decided to make a house of sand." Present the phrase *a house*. "This is what Dick said: *I can make a house.*" Present the sentence and have it read. "Jane said, *I can make a house.* Sally said, *I can make a house.*" Point to the sentence each time and have the pupils read it silently and orally.

Reading from the Book

Guided reading

Page 57: "What are the children doing in this picture? Read the name of the story."

Page 58: "What did Dick make his house for? Read what he said about it. What did Jane make her house for? Read what she said about it."

Page 59: "For whom did Sally make her house? Read what she said about her house and Tim."

Page 60: "What is happening in this picture?" Guide the reading in two-line units.

Rereading

Select groups of pupils to reread each page. Ask one pupil to relate the story incidents as shown in the pictures and other pupils to read what the different characters say.

Related Practice

Reading and answering questions

To give the pupils practice in reading questions and answering them correctly, write the following questions on the board:

Where is *the yellow house*?

Where is *the little red ball*?

Where is *the red boat*?

Where is *the white house*?

Use toys or pictures of objects representing the italicized parts of the sentences. Distribute the toys or pictures about the room. The pupils may then take turns reading a question and finding the object or picture called for.

Auditory perception

To develop auditory recognition of the initial consonant *h*, proceed as in former lessons. Pronounce two or three words beginning with *h* and ask the pupils to give other words. If they have difficulty, context clues may be given, such as, "something to wear on one's head" (*hat*), "part of one's foot" (*heel*), "something a rabbit does" (*hop*). Other useful words for this lesson are: *here, help, house, hand, hair, horse, hammer, happy, hit, hurt*.

Work-Book

Use pages 73, 74, and 75.

Correlated Activities

Construction

Build sand houses and other things on the sand-table. Make little boats, cars, etc., of cardboard or colored paper for use in dramatizing the story as suggested below.

Dramatizing the story

If a sand-box or sand-table is available, the pupils may choose parts and dramatize the story.

Spot Finds Something

(Pages 61-64)

Preliminary Development

No new words are introduced in this story. If preliminary development is needed, the teacher may follow the procedure suggested in previous lesson plans.

Reading from the Book

Review the incidents of the preceding story, recalling particularly what the children put into their sand houses and what Puff and Spot did to the sand houses.

Guided reading

Page 61: "What is Dick doing? Read the name of the story." Allow the pupils to predict what Spot will find.

Pages 62-64: Have the pupils study the pictures. Guide the reading in thought units.

Rereading

Review this and the preceding story as a unit, relating the picture and verbal text on each page.

Related Practice

Combining picture and verbal text

To promote ability to use combined picture and verbal text in selecting the appropriate answer to a question, write the following on the blackboard:

Where is Father?

Father is $\left\{ \begin{array}{l} \text{in the car.} \\ \text{in the boat.} \end{array} \right.$

Father is not $\left\{ \begin{array}{l} \text{in the house.} \\ \text{in the car.} \end{array} \right.$

Display the picture on page 42 of *We Come and Go*. Have the pupils look at the picture and decide which phrase completes the first sentence. Draw a line under the appropriate sentence ending.

Auditory perception

The auditory training in *We Come and Go* has consisted of developing the ability to discriminate between the sounds of the consonants *s, d, j, b, p, t, w, c, g, m, n, h*, when occurring initially in words. At this point it is suggested that the teacher give further practice on these consonants for those who need it. (See suggestions in previous Related Practice sections for exercises on auditory training.)

Work-Book

Use pages 76 and 77.

The Blue Boat

(Pages 65-70)

Preliminary Development

Into is the only new word in this story. For a method of presenting it see page 286 of this Guidebook. If preliminary development is needed, proceed as in previous lessons.

Reading from the Book

"For the last thing at the picnic, Father took Dick and Jane and Baby Sally on a different kind of ride."

Guided reading

Page 65: "Look at the picture. What color is the boat? Read the name of the story. Can you guess what kind of ride it will be?"

Pages 66-70: Guide the first reading with questions and comments. Lead the pupils to anticipate events and make inferences by asking appropriate questions. For example, after page 66 has been read, ask: "Do you think Father will take the children for a ride in the boat?" At the close of page 69 say: "I wonder if Spot will save Tim."

Rereading

Have a pupil reread the story aloud, relating picture and verbal text as he proceeds.

Related Practice

Visual perception

If children need more practice on the discrimination of the sounds of initial consonants, provide exercises in selecting words that begin with the same sound.

Work-Book

Use page 78.

Correlated Activities

Recalling and rereading stories

Have the pupils look at the table of contents and discuss the plots of the stories as they read their titles. Reread any stories that the pupils ask for.

Dramatizing stories

Have the pupils select their favorite stories and prepare to read or dramatize them for their parents or another class.

Having an exhibit

Let the pupils exhibit their favorite movie reels and tell about them or read the script as the movie is manipulated. Experience charts made during the reading of *We Come and Go* may also be exhibited.

Vocabulary Test III

Give Vocabulary Test III (Work-Book, page 79).

Detailed instructions for administering the test and diagnosing the results will be found on pages 161-163 of this *Guidebook*.

for not you	house here cookie	for find car	Sally Baby Spot
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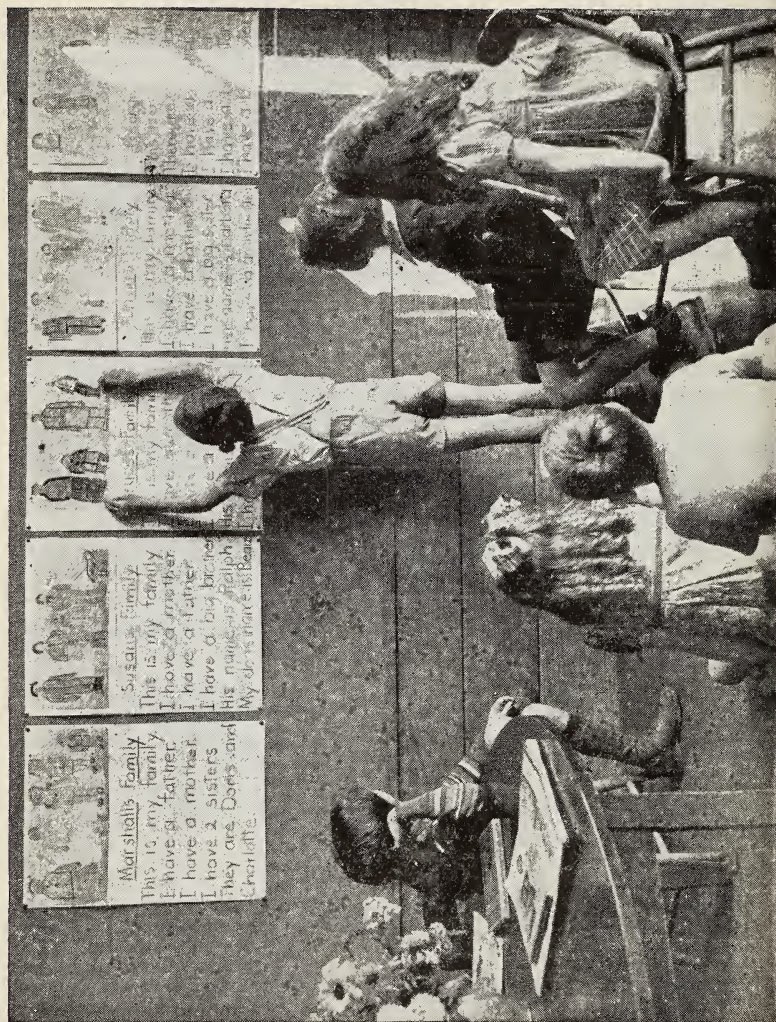
three two not	little look cookie	want into work	looks balls little
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the three two	It In I	where may want	in is up
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house here where	one oh come	is it to	to not go
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we me the	see said and	I oh a	my me we
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NOTE: The Primer, *Fun with Dick and Jane*, should be introduced immediately. The entire vocabulary of the Pre-Primer series is again introduced in the first unit of the Primer, as are all the characters. Delay in introducing the Primer will result in loss of power in vocabulary mastery and also in interest. (See this *Guidebook*, page 225.)



Fun with Dick and Jane

Significant Features of Fun with Dick and Jane

Content The stories in the Basic Primer, *Fun with Dick and Jane*, centre about the everyday activities of Dick and Jane and their family. The settings of the stories are so familiar, and the experiences described so natural and child-like, that pupils will readily identify themselves with the story characters and will be eager to participate in the reading and related activities at this level.

Organization The stories are organized in four groups according to the dominant theme involved. These groups are "Family Fun," "Fun at the Farm," "Fun with Pets and Toys," and "Fun with Our Friends."

Orderly Use of the Basic Primer

As a rule, pupils should begin reading the first unit of the Basic Primer upon the completion of the Pre-Primers of this Series and should read each succeeding unit in turn. This plan of sequential use is advisable for several reasons:

1. All Pre-Primer words are repeated in the first unit of the Primer. If there is delay in introducing the Primer, there will be loss of power in the recognition of the Pre-Primer vocabulary. In the succeeding units there is advantageously spaced repetition of both old and new words. This systematic plan for the introduction and maintenance of vocabulary eliminates the need for extensive vocabulary drill.
2. Very few new words are introduced in the first unit of the Basic Primer. During the reading of this unit the child is given an opportunity to enjoy an easy and confident start in his new book.



Unit I—Family Fun

Content of the Unit

During the reading of the Pre-Primers the children identified themselves with characters and events that related to pleasurable family experiences. These experiences are enlarged and enriched in the first unit of the Primer. The stories of this unit present familiar characters in new incidents and situations that add to real "Family Fun." The first three stories establish the fun theme of the book and of the unit. The unexpected pranks of Sally, who tries to imitate the older members of her family, contribute much to the humor of the stories. All the characters engage in activities which help broaden understanding of the way in which a family may have fun working and playing together.

Development of Readiness for the Unit

The experiences depicted in the first unit of the Primer are so familiar to children that no special activities other than conversation and recall of similar experiences are needed to develop readiness for understanding and heartily enjoying the stories. The children may be encouraged to describe how members of their families have fun together. The teacher may also show pictures of family groups working and playing together.

Introducing the Book

WORD CARDS*: 4, 32, 41, 44, 49, 53, 74, 76, 88, 106, 114, 119, 124, 135, 154

Arousing interest in the book

When interest in the theme "Family Fun" is at its height show the Primer to the pupils and say, "Our new book contains stories about the good times some children had with their family. Whose pictures are on the cover? Here is the name of the book." Place in the pocket chart or write on the blackboard the title *Fun with Dick and Jane*.

* The numbers correspond to those printed on the word cards and phrase cards of the Basic Unit Card Set. The cards are arranged in alphabetical order and numbered consecutively. The numbers listed indicate the specific word cards needed for introducing the book.

Have the title read and make comments, such as, "I wonder what kind of fun Dick and Jane are going to have."

Then say, "We have had fun reading about Dick and Jane in other books. Who else played with them?" Elicit and present *Sally, Spot, Tim, Puff, Mother, Father*.

NOTE: The word "present" as used in these lesson plans indicates that the words should either be placed in the pocket chart or written on the blackboard.

After the books are distributed, stimulate comment about the cover. Discuss the proper care and use of the book. Show the children how to turn a page carefully.

Turn to the title page and have the children study it. Have them identify the pictures of Dick, Jane, and Spot. Then say, "The name of the book is on this page. Show me where it is." Have the pupils indicate and read the title.

Then say, "Turn the page. On these pages you will find the names of the stories in this book. These two pages are called the table of contents." Explain that the word at the top of the left-hand page is "Stories." Call attention to the first unit title as follows: "The first part of the book has stories about *Family Fun*." Present the phrase and have the children read it.

Call attention to the printed lines under the unit title. Then say, "These lines are the names of the stories in the first part of our book. The name of a story is called the *title*."

"I will show you the title of the first story." Present the title *See It Go*. "Can you find it in the list of stories?" Have the pupils locate the first title and read it. "Our first story, *See It Go*, is on page 6." Point to the title and to the page number.

NOTE: If the children cannot read numbers, do not place emphasis upon page numbers at this time. The suggestions given in the *Guidebook* aim to acquaint the child with the table of contents. The extent of its use in locating stories is a matter to be decided by each teacher.

Show the children the title page of the first unit and say, "We have a pretty colored page to show us where our first group of stories begins." Ask the children to read the title.

Page 1 of the *Think-and-Do Book* may be used at this time if desired. For an explanation of procedures for the use of the Work-Book, see pages 123-124 of this *Guidebook*. For directions for introducing page 1, see the page itself and the Teacher's Notes on page 80 of the Work-Book.

Directing
proper use
of the book

Presenting
title page

Explaining
table of
contents

Presenting
first unit
title page

Work-Book

See It Go

(Pages 6-9)

NEW WORDS: *family** *fun* *this*

DEVELOPMENTAL UNITS: *This is fun* *Father looks funny*
This is not fun for Father

WORD CARDS: 32, 41, 44, 46, 49, 50, 53, 73, 74, 76, 82a, 93, 114, 119, 133

PHRASE CARDS: 46, 48, 84

Preliminary Development

Presenting vocabulary

"One day Dick and Jane and Sally were having fun playing together. Sally said, *This is fun.*" Present the sentence in the pocket chart or on the blackboard. Read the sentence aloud, moving the hand rapidly from left to right under it to aid in the development of correct eye movements. Give the pupils time to read the sentence silently and then call on several to read it orally. "Something happened that made someone say, *Father looks funny* and *This is not fun for Father.*" Have each line read as presented. Have the three-line unit read.

NOTE: Frequently, familiar words are presented in a preliminary development to introduce new meanings in specific contextual settings. For example, in the above presentation all of the words in the sentence "Father looks funny" are familiar. However, this story introduces the "appear to be" meaning of the word *look* for the first time.

Checking the presentation

For further practice on the word *this* when used to refer to a situation, clear the pocket chart and present *This is fun for Sally* and *This is fun for Dick*, and have the lines read.

Reading from the Book

Guided reading

"Here is the title of the first story." Present *See It Go* and have it read aloud. Have the title "See It Go" located in the table of contents. Find the story in the book.

Pages 6 and 7: "Look at the pictures on these two pages. They are really one picture. Where are the children? What is Dick making his toy aeroplane do? What are Jane and Sally doing? What is Spot doing?"

* The word *family* was introduced on the first unit title page. Since it is not used in the story "See It Go," it is not presented in the preliminary development at this time, but is presented as a new word on page 22 of this Guidebook.

Page 6: "The first line under the picture is the title of the story. Read it. Why is 'See It Go' a good title for this story about a toy aeroplane? Dick is talking to Sally and Jane about his toy aeroplane." Have the children read the page to find out what Dick said.

NOTE: Pupils should form the habit of reading silently before reading orally. It is important that the child form a correct attitude toward reading the printed page. He must be guided to find out something for himself, not merely to call words for the teacher.

It may be advisable, at this time, to guide the reading of a page line by line. As soon as possible, increase the length of the unit read. Better comprehension is secured if the pupils read the complete thought unit that is expressed when each person in the story speaks.

Page 7: "Jane and Sally are watching the aeroplane. This page tells what they both said. Read what Jane said. Now read what Sally said." Have pages 6 and 7 reread as a unit. "I wonder how far the toy aeroplane will go. Maybe we shall find out on the next page."

Page 8 "Is the aeroplane still going up? Why are Spot and the children running?" Elicit the idea that they are afraid they may lose the aeroplane. "The first line tells us who talked first. What did she say?" Guide the reading of the first four lines.

"Do you think Sally is having a good time? What did she say?" Have the entire page read orally as a unit.

Page 9: "Why do all the children look so surprised?" Guide the reading of the page by thought units.

Help the children recognize relationships in sequent pictures as follows: "Look at the picture on page 8. How does this picture tell you that Spot would find the aeroplane first? Why couldn't the children see Father in this picture?"

Rereading

"Now let's start with the first page and read the whole story."

NOTE: Since most of the facts relating to setting and action are presented in the pictures, the pupils should interpret and narrate the action of the pictures, as well as read the verbal text.

Ask the children to find such lines as "This is fun," "This is not fun," and tell who said each sentence. Then have them find the line that tells for whom it is not fun.

Relate the reading of this story to the next by saying, "Wasn't it fun to read this story about how the children played with the aeroplane and surprised Father? Tomorrow we will read a story that tells about a game the family played."

Related Practice

Extension of meaning

To develop the meaning of *this* and *it* when used as pronouns referring to a person, the picture cards may be used and labelled *It is Dick, It is Father*, etc. By substitution change the labels to *This is Dick* and *This is Father*, and have them read.

Perception of word wholes

To give practice in recognizing word-forms in isolation and in context, place the sentence *This is not fun for Father* on the blackboard or in the pocket chart and have it read. Place duplicates of the words in this sentence on the chalk ledge. Have a pupil find *This* in the sentence, find the word on the chalk ledge, and place it under the word in the sentence. Continue until the entire sentence is rebuilt.

NOTE: The purpose of this exercise is to give the children practice in the accurate perception of word wholes after they have been encountered in meaningful contextual settings. This includes: (a) scrutinizing the general form of the word; (b) holding the form in memory; (c) identifying the word among a list of other words in isolation; and later, (d) identifying the word-form in new context.

Clear the blackboard or pocket chart and present the word *Sally*. Have the children look at the word carefully as you say it. Then remove it and ask the children to find the word among the cards on the chalk tray, or in the list written on the blackboard. (Words which may be used in this way are: *Father, Dick, fun, This, is, family, for, and Jane*.) The teacher should note individual difficulties as they appear and differentiate the amount of practice provided in recognizing word forms.

Individual practice

If some pupils need additional practice, sentences such as those listed below may be hectographed or otherwise reproduced. The children may make suitable illustrations for each sentence.

This is fun for Dick. This is fun for Sally.
This is not fun for Dick. This is not fun for Sally.

Work-Book

Use pages 1 and 2.

Correlated Activities

Classifying objects

During the conversation period have the children name other things that go up, such as kites, balloons, and gliders.

Making illustrations

Have the children make an illustration showing something else that could have happened to the toy aeroplane.

Guess

(Pages 10-13)

NEW WORDS: *guess yes who no*

DEVELOPMENTAL UNITS: See italicized sentences, phrases, and words below.

WORD CARDS: 23, 41, 58, 70, 73, 74, 92, 119, 133, 152, 157, 158

PHRASE CARDS: 11, 19a, 30, 46, 48, 98

Preliminary Development

*Presenting
vocabulary*

"You remember that the stories we are reading now are about family fun. We are going to play a game today that Dick and Jane's *family* liked to play." Present the word *family* as it is spoken. "This is a guessing game. Billy, you may sit on this chair with your back to the class. Then someone will tiptoe up and put his hands over your eyes. When that person speaks to you, try to guess who it is.

"Before we begin to play the game, we will have to decide what to say. What should the one who stands behind Billy say?" Elicit and present such phrases as *Guess, guess; Who is this? and Can you guess who it is?* Have each phrase read silently and orally as it is presented. "If Billy can guess, this is what he should say." Present the sentences *I can guess, It is* and have them read independently by the pupils. "The one who is standing behind Billy may then tell if Billy guesses right." Present the two lines, *Yes, yes, It is.....*, reading the first one to the pupils and having them read and orally complete the second line. Similarly, present *No, no and It is not*

*Checking the
presentation*

After the game has been played, direct the reading of the new words and phrases on the blackboard or pocket chart by means of thought questions. Have the children frame* a line and read it silently before reading it orally.

NOTE: It is inadvisable to allow the class as a whole to chorus these words. Such parrot-like response on the part of slow readers does not promote thoughtful reading habits.

* The term "frame" denotes the act of enclosing a word, phrase, or sentence with both hands rather than pointing. The latter practice should be avoided. It tends to limit the eye span to the part of the word indicated by the finger and thus prevents the perception of the total word form.

Reading from the Book

Guided reading

"Let's look in the table of contents to see if we can find the title of a story that may be about a guessing game." After the children have found the title "Guess" in the table of contents have them find the story in the book.

Page 10: "Show me where the title of our story is on this page. Read it. The children have just come in from their chase of the aeroplane and their meeting with Father. What was Mother doing before they came in? What is Dick doing? Who do you think talked first on this page? Read the first two lines to find out what Dick said. Read what Mother said. Sally said something, too. Read what she said." Have the page read as a whole. Then comment that Mother guessed because she recognized Dick's voice.

Page 11: "Who is playing the game now?" Guide the reading of this page as suggested for the previous page.

Page 12: "This page will be fun, for they play a joke on Mother. Who has her hands over Mother's eyes? What is Jane doing? Who do you think will talk? We shall find out when we read." Guide the reading of the page. "Mother will have to guess again, won't she? I wonder if she can guess now. The next page will tell us."

NOTE: The first six lines of verbal text on page 13 conclude the episode of Mother's guessing. This is the first time in this Series that the verbal text has continued from one page to the next in this manner without a picture to supplement it. Guide the reading of these lines so that the children interpret the episode as a whole.

Page 13: "Read the first three lines on this page. Did Mother guess right this time? Dick talks next. What does he say?" Have the children look at the picture at the bottom of the page. "Did Sally enjoy the joke she played on Mother? Do you think Mother had a good time playing this game with her family? The last three lines tell you what she said. Look at the picture again. This family has a good time together. There are other stories in this book that will tell about things the family does."

Rereading

To verify plot retention select children to be the characters and act out the story. Have the verbal text reread to check accuracy of plot retention. Direct the oral reading with such suggestions as "Read the way Sally would talk," or "Read the way you think Mother would say it." Such directions are more meaningful than the adult phrase, "Read with expression."

Related Practice

Recognition of
sight words
in context

To develop ability to recognize sight words in context, place the following couplets in the pocket chart or on the blackboard and direct the pupils to read them silently.

"Guess," said Father.
"Can you guess?"

Who is this?
Can you see who it is?

Yes, I can see.
No, I can not see.

Distribute among the pupils the word cards *No*, *Yes*, *Guess*, and *Who*. Have the pupils look at both sides of the word cards. Ask the child holding *Guess* to locate a sentence containing it, frame the word, pronounce it, and then read the sentence orally. Repeat for each of the word cards.

Place the words *Yes* and *No* in the pocket chart or on the blackboard. Ask questions such as these: *Is John's tie blue? Is this a rainy day?*

As the pupil answers the question in a complete sentence, have him frame the word *Yes* or *No* as he says it.

Individual
practice

For those who need extra practice, reproduce the following questions and answers. Have the pupils circle the correct answer at the end of each line.

Can Spot run?	Yes	No
Can a ball run?	Yes	No
Can Puff run?	Yes	No
Can a car see?	Yes	No
Can a boat jump?	Yes	No

Work-Book

Use pages 3 and 4.

Correlated Activities

Playing
guessing
games

Have the children form a circle with one child in the centre. The child in the centre closes his eyes and touches some child in the circle. If he identifies this pupil correctly, he is given another turn. If he fails to identify the pupil, someone else takes a turn in the centre. This game can be played in various ways; for example, the child who is touched may say, "Guess." Identification is then made by hearing a voice.

Place several articles on the library table. Have a child close his eyes while one of the articles is removed. Then have him guess what has been taken.

Something for Sally

(Pages 14-17)

NEW WORDS: *what are*

DEVELOPMENTAL UNITS: *

WORD CARDS: 1, 4, 6, 11, 11a, 16, 17a, 65, 73, 110, 119, 133, 134, 149, 156

PHRASE CARDS: 34, 35, 48, 94

Preliminary Development

The preliminary story presented below is to be told by the teacher for its interest value. The vocabulary development is woven into the content of the story.

Presenting vocabulary

"One day Sally's father wanted to take something home to surprise her, so he went to the toy store. He saw all kinds of toys. The clerk who was helping Father said this." Present the two lines *Here is a ball* and *See this yellow ball*. Have the children read each line as it is presented.

"Father found some other balls. This is what he said." Present the line *Here are three balls* and read it to the pupils. Then have them read it. Present the line *Yellow, red, and blue* and have it read.

"When Father saw the balls, he said, 'I wonder if Sally would like a ball.' Just then Father saw a little box. He said this." Present and read aloud to the children the sentence *What is this?* "The clerk said, 'Open the box.' Then he said this." Present the line *See what it is* and have it read. "As soon as Father saw what was in the box, he said, 'Sally will like this. I will buy it for her.' So Father took the box home to Sally."

Checking the presentation

Direct the rereading of the lines in the pocket chart as follows: "Find and read the two lines that tell about one ball. Read the two lines that tell about three balls. Read the question that Father asked about the box. How did the clerk answer Father?"

Reading from the Book

Guided reading

"When we read the story called 'Something for Sally,' we shall find out what was in the box that Father bought for Sally." Have the children find the story in the book and read the title.

* The term "Developmental Units" is discontinued at this time. The developmental units to be presented are italicized in the Preliminary Development section of each lesson plan.

Page 14: "When Father came home, he told Sally to do something. Read what he said. Look at the picture and tell where Sally looked. I wonder if she can find the box. Read what she said." Have the entire page reread.

Page 15: "What is in the box? What color is the ball? Read to yourself what Sally said about the ball. Father told Sally that she would find something else. How did he say it?" Have the last four lines read silently and the page reread orally.

Page 16: "What a surprise for Sally! Where did this blue ball come from? Did you ever see balls like this? What do you suppose Sally will ask Father about this ball?" Guide the conversation so that the question "Is something in it?" will be suggested. "Let's read to see if this is what Sally asked. Read the last four lines to see how Father answered Sally's question."

Page 17: "What did Sally find in the blue ball? Does she look surprised? Read what Sally said. Father counted the balls for Sally. Read what he said. I think you would like to have Sally for a sister. Read the last four lines to find out why." After the lines are read, discuss Sally's unselfishness.

Rereading

To have the story reread, have the pupils take the parts of the characters and read what each said. As an alternative, the children may choose the picture they like best and describe what is happening in it. Each pupil may call on someone else to read what is written under his favorite picture. In this manner all the pictures may be described and the verbal text reread.

Related Practice

Extending meanings

To give practice on the usage of *is* and *are*, draw a ball on the blackboard, write under it the sentence *Here is a ball*, and have it read. Then write the following sentence:

One ball ^{is here.}
are here.

Have the pupils draw a line under the correct ending and read the sentence. Continue with the following sentences.



Here are two boats.

Two boats ^{is here.}
are here.



Here are a boat and a ball.

A boat and a ball ^{is here.}
are here.

**Solving
riddles**

To give practice in interpreting a thought unit and in rereading to solve a problem, write on the board the riddle given below. Write the words *boat* and *car* below the riddle. Ask the children to read the entire riddle silently. Then have the first line read aloud. Ask if this is true about both the *boat* and the *car*. Continue reading each line and have the children decide which line really tells whether the answer to the riddle is *boat* or *car*. Have the children draw a circle around the word that is the correct answer to the riddle.

It can go.
The family can go in it.
It is not a car.
What is it?

boat car

**Individual
practice**

If further practice is needed, riddles may be reproduced for children to solve independently, and the same technics as above used.

Work-Book

Use pages 5, 6, and 7.

Correlated Activities**Telling
experiences**

Encourage the children to tell about surprises their fathers have brought home for them.

**Composing
original
stories**

During the language or story period have the children create another story about "Something for Sally." The children may compose stories in which Father hides the box in a different place, or in which he brings another surprise for Sally. The best stories may be recorded on charts.

Do What I Do

(Pages 18-21)

NEW WORDS: *do* *too*

WORD CARDS: 4, 13, 29, 34, 70, 74, 122, 133, 138, 146, 149, 158

PHRASE CARDS: 11, 88, 97, 102

Preliminary Development**Presenting
vocabulary**

Ask the children how they play the game called "Follow-the-Leader." Then say, "I know another name for this game. Here it is." Present and read *Do What I Do*. "One day when

Dick's family was playing this game, Dick was the leader. This is what he said." Present *Come and do what I do* and have the line read. "Someone in the family couldn't do what the leader did because she was *too little*." Present the italicized phrase as it is spoken, and have the children read it silently and orally. "So Dick said, 'You are too little.'" Insert the phrase *You are* before the phrase *too little* and have the sentence *You are too little* read. "Guess who was too little."

Checking the presentation

Direct the rereading of the above sentences by such comments as: "Find another name for the game 'Follow-the-Leader.'"

If the words *do* and *too* seem to be confusing because of sound or form, clear the pocket chart and present phrases to be read quickly. Some examples of phrases are: *too big*, *too little*, *do something*.

NOTE: In this story, *too* is used only as an adverb qualifying an adjective in the sense of degree, as for example, *too big*. In the next story it will be used in the sense of addition, as in *Can you work for me, too?*

Reading from the Book

Guided reading

"In the next story the family played the game 'Do What I Do.' When Sally was the leader, she played a joke on the family. I wonder what it was."

Page 18: "Who is the first leader in the game 'Do What I Do?' Read what Dick said. Read the last two lines again." After the children have found and read the two questions, say, "The first lines on the next page will tell us who answered Dick."

NOTE: This last comment motivates the reading of the first five lines of page 19, which carry on the plot without the aid of a picture.

Page 19: "Read the first line to find out who answered first. Read the next two lines. Who is left in the family to answer Dick's questions? Read what Sally said. Look at the picture at the bottom of this page. Tell what happened when Sally tried to jump. What else does this picture tell us?" After the children observe that Dick is pointing and talking to Sally, have the four lines above the picture read to find out what he said.

Page 20: "Now who is the leader? What stunt is Father doing? Who can do what he is doing? Why did Sally fall?" Have the first two lines read. Then have the pupils read silently to find

out who answered Father when he asked, "Who can do what I do?" Have pupils read the last three lines to find out what Father said to Sally.

Page 21: "Who is the leader in this picture? What did Sally do? Read what she said to the others. Do you think the others can do it? Read the next two lines to find out. Read what Sally said to the rest of the family. The last lines show that Sally knows she has played a good joke on the family. I think this is the way she talked." The teacher should read these lines aloud in a manner reflecting Sally's feeling of triumph. Have the children reread these lines to show how Sally felt.

Rereading

Have the children read the two pages that tell what happened when Dick was leader; the page that tells what happened when Father was the leader; the page that tells about Sally's joke.

Since this story has a distinctive and effective cadence, children will read it for the sheer pleasure of aural effect.

Related Practice

Sentence discrimination

To promote ability to make discriminations between similar sentence patterns, place the following sentences in the pocket chart one at a time, and have the children find matching sentences on specified pages in the story.

Do What I Do. (18)	You can not do this. (20)
Who can do what I do? (18)	Who can do this? (21)
You are too little. (19)	We can not do it. (21)

Auditory perception

To give practice in the recognition of riming elements in words, read to the pupils the following jingle:

There was an old woman who lived in a shoe;
She had so many children she didn't know what to do.
She gave them some broth without any bread;
She whipped them all soundly and put them to bed.

Before rereading the jingle, ask the pupils to see if they can hear words that have the same sound as the words *do* and *red*.

Individual practice

For children who have difficulty in recognizing *do* and *too*, reproduce such sentences and phrases as:

Sally can not do it.	do it
Sally is too little.	too little

Have the children find each phrase in the sentence and underline it.

Work-Book

Use page 8.

Correlated Activities**Hearing
stories**

Read to the children the story "Too Little and Too Big," from *Sally Does It*, by Baruch and Montgomery.

**Playing
games**

Pupils may play the game "Do What I Do." It can be varied by having them imitate a leader who runs, skips, makes certain motions, etc.

**Collecting
pictures**

Have the children bring magazine pictures representing "family fun." Mount these on a bulletin-board under the caption "Family Fun."

Father Helps the Family

(Pages 22-25)

NEW WORDS: *will* *please*

WORD CARDS: 4, 11, 23, 29, 34, 41, 44, 63, 63a, 69, 70, 86, 103, 122, 130, 138, 143a, 153, 156, 157, 158

PHRASE CARDS: 23, 40, 100

Preliminary Development**Presenting
vocabulary**

"When you want someone to do something for you, what do you say?" Elicit and present the word *Please*. Add the words *do something for me* and have the sentence *Please do something for me* read.

"One day Mother wanted Father to help her. This is what she said." Present the line *Will you please help me?* Read it to the children and have them read it silently and orally.

"This is the way Father answered Mother when she asked for help: *I will see.*" Present the sentence and have it read. "When Dick asked for help, Father said this: *I can help you.*" Present this line and have it read.

"Jane also asked for help. Father answered her this way: *I can help you, too.*" Place this sentence, which contains the "additional" use of the adverb *too*, in the pocket chart and have the children read it.

**Checking the
presentation**

Direct the rereading of the lines on the pocket chart by such thought questions as: "What is a polite way to ask someone to do something for you? Read the line that tells how Mother asked Father to help her." Have the two words *will* and *please* located in the sentences.

Reading from the Book

Guided reading

"Here is the title of our next story." Place *Father Helps the Family* in the pocket chart and have the children find the story in their books.

Page 22: Have the title read. Then ask, "What is the matter with the chair? What do you think Mother is asking Father to do? Read the first three lines to find out what Mother said to Father. Let's read the next two lines to find out what Father said. What did Father mean when he said, '*I will see*'? Do you suppose he can fix the chair?"

Page 23: "What has Father done to the chair? Where did he go to fix it?" If necessary, explain what a work-bench is. "Look at Father's clothes. Why do you think he changed? What has Jane in her hand? I wonder what Jane wants Father to do. Let us read to find out." After the page is read, ask, "What did Jane want Father to do? What did he say?"

Page 24: "What is Father doing? What do you think Dick wants Father to do? Let us read the page to find out who talked and what they said." Guide the reading. After the page is read, ask, "In what three ways has Father helped his family?"

Page 25: "Oh, my, here is Baby Sally wanting Father to help her, too! What does Sally want Father to do? Read what she said. Do you think Father can do this? Let us read the rest of the page to find out.

"Who can help Sally?" Direct attention to the picture at the bottom of the page. Children should be led to observe that Mother is mending Sally's dress.

Rereading

To develop the ability to scan a page for a specified line given orally by the teacher, have the children find and read the page on which Mother said, *Will you do something for me?* on which Jane said, *Will you please help me?* on which Dick said, *Will you please help me?* on which Sally said, *Who will help me?* on which Father said, *I can not help you.*

Suggest to the children that they plan to dramatize the story. In preparation for dramatization, stress the use of a pleasing conversational tone in the oral reading of stories with dialogue.

The teacher may read passages to the pupils occasionally in order to stress meaning and cadence. The dramatization itself should be done in a later period.

Related Practice**Perception of word forms**

To direct attention to specific characteristics of sight words, place the following line in the pocket chart and have the children read it silently:

Will you help me, please?

Place the words *yellow* and *please* on the chalk ledge and have the children choose the word that is found in the sentence, place it over the one in the pocket chart, and read the sentence orally.

Continue by placing the following lines in the pocket chart, one at a time. The two words to be placed on the chalk ledge are given at the right of each sentence.

Will you help me?

Will

Ball

Yes, I will see.

will

want

Please come and help.

House

Please

Individual practice

For pupils who need additional practice in recognizing words in capitalized and uncapitalized initial letter forms, reproduce the following lists of words in two columns:

please, too, who, will, Yellow

Please, yellow, Too, Will, Who

Tell the pupils to read each word in the column at the left and draw a line from it to the word in the column at the right that says the same thing.

Work-Book

Use page 9.

Correlated Activities**Classifying pictures**

Have the children select from magazine pictures the ones that show what various members of families do to help one another. Mount these on the bulletin-board under one of the following captions: "Father Helps," "Mother Helps," "We Help."

Dramatizing the story

Dramatize the story, using the school work-bench, a chair, a doll carriage, and a roller-skate for properties.

Hearing stories

Read to the children the story "Daddy Can Fix It," from *Sally Does It*,* by Baruch and Montgomery; and the book *The Little Family*, by Lois Lenski.

* Books cited as references in the Lesson Plans are included in the detailed Bibliography at the back of this *Guidebook*.

Sally Makes Something

(Pages 26-29)

NEW WORDS: *she* *laughed*

WORD CARDS: 10, 23, 32, 44, 50, 73, 76, 79, 88, 113, 114, 119, 120, 155

PHRASE CARDS: 50, 74

Preliminary Development

Presenting vocabulary

"In our story today Dick and Jane are painting pictures. Sally painted something, too. Sally could not paint very well of course. When Dick and Jane couldn't guess what she had painted, *Sally laughed*." Present the line and read it aloud. Then say, "This is another way to say it." Present by substitution *She laughed*. Read this line aloud. Then call on several children to read it.

Checking the presentation

Quickly clear the pocket chart and say, "When Sally told Dick and Jane what it was that she had made, this is what they did." Present the lines *Dick laughed* and *Jane laughed*. Display the word *She*. Ask the children which word in the above lines could be changed to *She*. Place the word *She* over the word *Jane* and have line *She laughed* read.

Similarly present the phrase *Sally said*, *Jane said*, or *Sally laughed*. Substitute the word *She* for the proper noun and have the phrase read. Then say, "When we read our story today, we will find out what the children painted."

Reading from the Book

Guided reading

"Let's find the story 'Sally Makes Something' in our books."

Pages 26 and 27: "Look at the picture which goes across these two pages. Look at this part." Indicate the left-hand side. "What is Dick doing in the picture? Who are watching Dick? What is Puff doing?"

Page 26: "Dick wants Jane and Sally to see what he is doing too. Read the first line. Read the next three lines and tell in your own words what Dick has made. What did Dick say that makes you know he enjoyed his work? What did Sally say about Jane's work?"

Page 27: "Is Jane making a boat? Read the first three lines to find out what she is making. What does Sally ask Jane? Read the rest of the page to find out who are in the house."

Page 28: "Look at the picture Jane made. Which one in Jane's picture is supposed to be Sally? Sally is painting something in Jane's picture. What will Sally make? Read what Sally said to Jane. Now we will look at the next page to find out what Sally made."

Page 29: "Look at the picture. I wonder what the yellow thing is that Sally has painted on Jane's picture. Do you suppose Jane will guess what it is? The first four lines tell us what Jane guessed. Read them. Read the line that tells us what Sally did when Jane guessed wrong. In the next four lines we shall find out what Sally made. Read the lines that tell us. Sally thought it was a good joke that Dick and Jane guessed wrong. Can you read the last four lines to show that Sally thought this was a good joke?"

Rereading

Have the children reread the story aloud, taking the parts of the various characters in the book. The phrases *said Dick*, *Sally laughed*, *Jane said*, etc., may be omitted.

Related Practice

Establishing meanings of pronouns

To establish the meaning of the pronoun *she* by forcing association with specific characters, place the following couplets, one at a time, in the pocket chart:

Jane laughed.
She said, "Dick is funny."

Mother can see Baby.
She can see Baby work.

Put the word cards *Dick*, *Mother*, *Sally*, *Jane*, and *Father* on the chalk ledge. Have the children find a word that can be used in place of *she* and substitute it in the second line.

As a check on the pupils' ability to associate specific characters with the pronoun *she* while reading, place the following lines on the blackboard:

She said, "This is not a boat.	She said, "This is not a ball.
This is a big red house."	This is a big cookie."
Who is she?	Who is she?

Have the pupils reread the story to find the answer to each question. Then have them locate the answer among the word cards on the chalk ledge.

NOTE: This exercise introduces *she* in a new sentence pattern and in uncapitalized initial-letter form.

**Auditory
perception**

To develop auditory recognition of the consonant *l* when heard initially in words, pronounce *laughed, like, and look*. State that these words all have the same beginning sound. Pronounce the following groups of words and have the children identify the words which have the same beginning sound: *lamp, letter, boat; loaf, fan, lip*. Pronounce a group of words such as *log, leaf, lost*, etc., and have the pupils contribute other words with the same initial sound.

Work-Book

Use pages 10 and 11.

Pretty, Pretty Puff

(Pages 30-35)

NEW WORDS: *pretty white*

WORD CARDS: 45, 63, 82, 105, 106, 114, 151, 153, 158

PHRASE CARDS: 56, 96

Preliminary Development

**Presenting
vocabulary**

"One day Jane could not find Sally. This is what she asked Dick." Present *Where is Sally?* Have the line read. "While Dick and Jane were trying to find Sally, she was playing alone by herself. She was trying to *make something look pretty*." Present this line, which uses *make* in the sense of "cause," and have it read. "She thought it would look pretty if it were *white*." Present the word *white* as it is spoken.

Reading from the Book

**Guided
reading**

"When we read our next story, we will find out what Sally did one day when she played alone. Let's find the story *Pretty, Pretty Puff*." Place the title in the pocket chart or on the blackboard and help the children find the story in the book. Have the title read.

Page 30: "What is happening in the picture?" Guide the picture discussion to recall that Jane is looking for Sally. Lead the children to observe that Dick seems to know that she is in the house. Guide the reading of the page.

Page 31: "Look at the picture. What do Dick and Jane find when they start to look for Sally? What do you suppose is on the chair? Read the page to yourself to see if Dick and Jane can guess what it is." Have the page reread orally.

Page 32: "Dick followed the white marks. Where is he now? How did Dick call to Jane? Read what he said. Read the part that tells that Jane can guess where Sally is."

Page 33: "What do Dick and Jane see? Read what Dick said when he and Jane found Sally. Read what Sally said about Puff." Then discuss whether Puff liked to be powdered and why Sally had to go under the bed to get her. Stress the fact that Sally didn't want to tease Puff. She just thought powder made Puff pretty.

Rereading

Since each page of this story indicates a different and distinct emotion, the oral reading should be fun. Encourage children to read to express the emotion of the characters. For example:

Page 30. Hurry and impatience.

Page 31. Surprise and amusement.

Pages 32-33. Discovery and triumph.

Related Practice

Phrase perception

To give practice in perception of phrases in context, place the following phrases in the pocket chart: *will find Sally*, *will help you find Sally*. Have the children turn to the first page of the story "Pretty, Pretty Puff" in the Primer, find the sentence containing each phrase, and read the sentence aloud. Continue, using phrases from successive pages of the Primer.

Perception of word forms

To promote accuracy in word perception by comparing the general form of identical sight words, have the children draw a ring around the words in each column that are like the word at the top of the column.

<i>pretty</i>	<i>white</i>	<i>guess</i>	<i>do</i>
Sally	white	yes	do
pretty	what	please	to
family	who	guess	he
pretty	white	please	oh
pretty	boat	guess	do
laughed	white	guess	no
guess	where	good	do
funny	white	go	go
Puff	where	get	to
pretty	white	guess	do

NOTE: In this exercise no attempt should be made to fix attention on specific parts of words. All that is intended is practice in comparing the general form of identical sight words.

Individual practice

To give practice in the identification of phrases, reproduce the following lists of phrases, which are more or less similar in form and meaning, and have the children underline the phrase in each column that is like the one at the top.

<i>What I do</i>	<i>What it is</i>	<i>What is pretty?</i>
What I can	Where it is	What is funny?
What I see	Who it is	What is pretty?
What I do	What it is	What is white?

Work-Book

Use pages 12 and 13.

Correlated Activities**Composing rimes**

Compose simple rimes to tell parts of the story. For example:

Dick and Jane looked everywhere,
Under the table and under the chair.

They found some powder on Sally's chair,
But they didn't find Puff or Sally there.

Jane Helps

(Pages 34-38)

NEW WORDS: *eat four he get*

WORD CARDS: 32, 39, 47, 51, 70, 97, 122, 134, 136, 140, 143a, 153

PHRASE CARDS: 2, 16, 23, 26, 33, 50, 74

Preliminary Development**Presenting vocabulary**

"Jane was just learning to count. She thought counting was fun. She counted her fingers. She counted her dolls and her doll dishes and everything she could.

"One day Dick and Jane were playing." Present *Jane said, I want something to eat. I will get a cookie.* Read each line and have the children read it silently and orally. Then say, "Dick was hungry, too." Present the line *Dick said, Get one for me* and have it read. Then place the phrase card *He said over Dick said,* read it, and have the entire sentence read.

"Jane came back with four cookies. She counted them this way." Present *One, two, three, four.* Have the children infer and read *four* from the contextual setting. "This is what Jane said next." Present the lines *I will eat two* and *Dick will eat two,* and have them read.

Checking the
presentation

Remove the phrase *He said*. Place the phrases *He said* and *She said* on the chalk ledge and ask the pupils to select the one that belongs before each of the sentences given above. Have the sentences containing the words *eat* and *get* read.

Reading from the Book

Guided
reading

Have the story "Jane Helps" located in the book.

Page 34: "Read the title of this story. What is Dick doing? What is Jane doing?" Guide the reading of the page.

Page 35: "What is Jane doing on this page? Read what she said when she counted the plates. How many plates did Jane put on the table? Whom did she forget? Does she know she forgot herself?"

Page 36: "The family are ready to eat. Who are sitting at the table? Why is there only one place left for both Dick and Jane?" Guide the reading of the page.

Page 37: "Now Jane is counting the family. Read what she said. Does she know yet that she forgot to count herself? Dick knows that Jane forgot herself. Let's turn the page to see what he did."

NOTE: Here again the verbal text continues without the aid of a new picture. Heretofore, such continuations have been on facing pages of the text. (See pages 13 and 19 of the Primer.) In this instance the child must turn the page to read the continued verbal text.

Page 38: "The first line tells us what Dick did. Now read what he said. Read the part telling us that at last Jane knows she forgot herself.

"Look at the picture at the bottom of the page. What is Jane doing? Wasn't that a good joke on Jane to forget to put a plate on the table for herself?"

Rereading

The oral rereading of this story should express Jane's thoughtful enumeration (page 35), her bewilderment (page 37), and her appreciation of the joke on herself (page 38).

Related Practice

Auditory
perception

To develop auditory recognition of the consonant *f* when heard initially in words, pronounce *funny*, *father*, *find*, *for*, *family*, and *fun*. Indicate that these words all have the same beginning sound. Pronounce the following groups of words and

have the children identify the one which has not the same beginning sound: *farm, fish, vase; fork, voice, face*. Pronounce *fast, fire, fur*, etc., and have the pupils contribute other words with the same beginning sound.

Individual practice

To establish the meaning of *he* and *she*, reproduce the following sentences, underlining the italicized words. Direct the pupils to underline the word at the right that means the same as the underlined word in the sentence.

What will <i>Jane</i> eat?	he	she
<i>Father</i> will eat here.	He	She
What will <i>Dick</i> get?	he	she
Jane said, " <i>Sally</i> is four."	He	She

Work-Book

Use pages 14, 15, and 16.

Correlated Activities

Providing realistic experience

The pupils should have the immediate experience of setting a table. Paper plates and utensils or toy dishes may be used. The children can make a tablecloth by coloring simple designs on white wrapping paper.

A Funny Ride

(Pages 39-44)

NEW WORDS: *ride went*

WORD CARDS: 1, 23, 32, 41, 46, 53, 61, 70, 111, 125, 136, 138, 143a, 148

PHRASE CARDS: 22, 42

Preliminary Development

Discuss with the children some of the things the service-station man does to a car, such as filling the gas tank and radiator, putting air in the tires, greasing the car, etc. Draw upon the children's knowledge of ways they have seen cars being greased. If possible, show pictures of a car on a greasing rack, or take the children to a near-by service station to view one.

Presenting vocabulary

"One day Sally said this." Present and read *I want to go for a ride. I want to go in the car.* "So Father said, 'We will go for a ride.' " Indicate the phrase *for a ride* again.

"This is what happened next." Present and read *The family went for a ride.* Have the line read.

"Sally wanted to take Tim with her. So she said this." Present the lines *Tim can ride. He can ride, too*, and have them read. Note that in these sentences *he* is used as a label for Tim, and *ride* is used as a verb.* Clarify this use of *he* by saying, "Whom did Sally mean when she said, '*He can ride*'?"

Reading from the Book

Guided
Reading

Page 39: "Where is Father driving the car? What do you think he wants at the service station? Read the first four lines. Read the next three lines to see if Sally knows what Father wants. Let's finish reading the page to see what Father said."

Page 40: "Does the picture tell you what Father wants for the car? What is happening to the car?" Elicit from the children that it is going up. Then say, "Yes, it is going for a ride. Who else are going for a ride? Read the first line. Look at the picture again. What is Dick doing? What are Jane and Sally doing? Read the first line again and then read what Jane said." After these five lines have been read orally, say "Now read what Sally said."

Page 41: "Can you tell by looking at the picture on this page whether Father knows that Puff and Tim and Spot went up in the car?" The children should observe that Father was too busy to notice what was happening and that Sally is pointing to show him. "Has Dick noticed yet that the pets are still in the car? Does the picture tell you what Spot wants to do?" Elicit from the children that he wants to jump. "What do you think Sally wants Father to make the car do? Now read what Sally said to Father." Then say, "Let's read the last three lines to find what Father said to Sally."

NOTE: This is the first six-page story in this Basic Series. If it is necessary to divide the reading of the story, the first reading period can be concluded at the close of page 41.

Page 42: "Is the car coming down? What did Dick say to Sally?" Ask someone to read what Sally said.

Page 43: "How does this picture show you that the car is all the way down?" Call attention to the two pictures on pages 42 and 43 and lead the children to observe that Sally can now reach Tim easily. "Can you tell from the picture who talked? Yes, Dick is pointing to Spot; so let's read what he said." After

* Since *ride* is used both as a noun and a verb in this story, both uses are presented here in meaningful contextual settings.

the page has been read silently, ask some child to tell in his own words what Dick said.

Page 44: "What does the picture tell you about the family? Who is getting into the car? Read the first line. Read what Father said. Do you think Sally will get a ride now? Read what Sally said." After this is read silently, ask some pupil to read it orally to show that Sally is happy.

"The whole family is happy now. Read the last three lines. Can you say them to show that the family is very happy?"

Rereading

To have the story reread as a whole, select one child to tell what is happening in each picture and to read the descriptive lines and phrases. Let other children take the parts of the characters and read the conversation.

Related Practice

Recognition of sight words

To give practice in the recognition of sight words, place such groups of words as the following on the board. Have the pupils underline identical words in each group of three:

family, funny, family	fun, run, fun
this, three, this	guess, guess, house
you, yes, yes	no, go, no
get, go, get	ride, red, ride
went, want, went	where, what, what
are, are, car	do, to, do

Auditory perception

To develop auditory recognition of the consonant *r* when heard initially in words, proceed as in the lesson for *f*, using *red* and *run* as a point of departure. Useful words are *race*, *rich*, *rope*, *rug*, *rain*, *read*, and *rice*.

Work-Book

Use pages 17, 18, and 19. Page 19 is a test, which is explained on page 251 of this *Guidebook*.

Correlated Activities

Dramatic play

Encourage dramatic play in which the children pretend they operate a service station. Have the pupil representing the attendant wear a cap. Allow the children to create their own play, pretending to service a car and having something humorous happen.

Recalling and rereading stories

Turn back to the table of contents and have the pupils see if they can recall the plots of the stories as they read the titles. Have them try to tell the stories from memory. Also have the pupils reread their favorite stories orally in audience situations.

Vocabulary Test I

Give Vocabulary Test I (Work-Book, page 19). Instructions for administering the test and evaluating the results are given on pages 162-163 of this *Guidebook*. If the Work-Book is not available, hectograph the test for the pupils but do not italicize the words.

yellow Spot <i>Sally</i>	house <i>guess</i> please	<i>family</i> funny pretty	little <i>laughed</i> something
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she yes you	<i>who</i> oh where	here fun <i>four</i>	where <i>what</i> boat
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not <i>no</i> one	play <i>please</i> house	<i>too</i> look not	for run <i>fun</i>
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go <i>do</i> down	<i>pretty</i> little yellow	want <i>will</i> ball	ride <i>white</i> make
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<i>are</i> one and	the <i>this</i> what	get <i>eat</i> two	the here <i>he</i>
--------------------------	----------------------------	--------------------------	--------------------------

the <i>she</i> yes	not yes <i>get</i>	red <i>ride</i> said	<i>went</i> what boat
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Unit II—Fun at the Farm

Content of the Unit

The group of stories in this unit extends the interests of first-grade children by presenting interesting aspects of farm life. The fun theme of the book is carried on in farm settings, where the children engage in such activities as riding on a pony, looking for eggs, and finding a mother cat with her baby kittens. The concept of the family is extended by the introduction of Grandfather and Grandmother, who share the fun with the other members of the family. The last story of the unit, in which the children receive farm animals for pets, brings the "Fun at the Farm" experiences to a highly satisfactory conclusion.

Development of Readiness for the Unit

The type of preparatory work needed for this unit will vary according to the children's familiarity with the farm setting. For those groups who are familiar with the farm environment, the approach to an appreciative reading of the unit may be made through discussions based on the children's real-life experiences. A visit to a farm will be valuable and enjoyable for those who have not already had an opportunity to visit one.

During this excursion children should acquire certain understandings about farm animals that are essential for interpretation of the stories in Unit II. They should know that hens lay eggs, that sometimes hens sit on the eggs, and that chickens hatch from eggs. They should know the names of the common farm animals and that much of our food comes from these animals. The real uses of farm buildings should be discussed. Children should be aware of the function of the hen-house, barn, hog-house, etc., as places for sheltering and feeding farm animals. On returning from this excursion, simple experience charts may be made to associate vivid meaning with printed words. Further understandings may develop through looking at and discussing pictures and hearing stories and poems which feature farm activities.

Introducing the Unit

WORD CARD: 49.

PHRASE CARD: 5.

rousing
interest in
the unit

"You remember that in our last story the family went for a ride. They took a nice long ride into the country. When Sally began to see farms along the road, she said, 'Oh, Father, I want to go to Grandfather's farm!' Father said, 'That is too far to drive today. We shall have to go there some other day.' Mother said, 'Yes, we will go to Grandfather's soon, but we shall have to start early in the morning.'

"The next stories we shall read tell us what happened when the family went to the farm."

The teacher should make comments and guide the conversation so that attention is directed to the specific activities that will be described in the stories of this unit. For example, "I wonder what the children will see and do on the farm that they do not see and do at home." List and classify children's suggestions under such headings as:

The kinds of play activities they may have at the farm.

The kinds of work they may see at the farm.

The kinds of buildings they may see at the farm.

The kinds of animals they may see at the farm.

Presenting
unit title

"If we look at the table of contents in our book, we can find the title for our next group of stories." Distribute the books and have the pupils turn to the table of contents. "You remember that this word at the top of the page says 'Stories.' Our first stories were about 'Family Fun.' Show me where those words are." Have the words framed and read.

"Our next stories are going to be about the fun that Dick and Jane and Sally had at the farm." Present the unit title *Fun at the Farm*, say it, and have it read. Then have the unit title located in the table of contents. "What is the title of the first story in the unit?" Have the children locate it in the table of contents and read it.

Direct attention to the colored title page of the unit as follows: "Our book has a colored page to show you where the stories about fun at the farm begin. Can you find this page? What color is it? Read what it says on this page."

Introducing
the unit
title page

Work-Book

Page 20 of the Work-Book may be used at this time if desired.

At the Farm

(Pages 46-49)

NEW WORDS: *at** *farm** *Grandmother* *Grandfather* *hello*
bow-wow *say*

WORD CARDS: 6, 7, 18, 23, 41, 42, 51, 56, 57, 58, 62, 63, 65, 90, 113, 117, 119,
124, 130, 146, 149, 151

PHRASE CARDS: 4, 5, 45, 57a, 61

Preliminary Development

Presenting vocabulary

"One day the family drove to Grandmother and Grandfather's farm. When Father drove up in front of the farm, this is what he said." Present and read *Here we are at the farm*. Have the line read. "Dick was the first one to run to meet Grandmother and Grandfather. This is what he said." Present and read *Hello, hello*. Remove from the pocket chart. Then present and read, *Hello, Grandmother*, and *Hello, Grandfather*. Have the two lines read. "What do you think Spot would say to show that he was happy to be there?" Elicit and present *Bow-wow*. Then say, "I will put a line up here. It has a new word in it. It tells you what Spot can say. See if you can read it." Present *Spot can say bow-wow*.

Checking the presentation

Have the lines on the pocket chart read silently and then orally, asking questions such as, "What did Dick say to Grandfather? To Grandmother? What can Spot say?"

Reading from the Book

Guided reading

"This is the title of our story." Present the title *At the Farm* and have it read. "Can you find this story in your books?"

Pages 46-47: "Look at the picture that goes across both pages. What things in the picture tell you where the family is?" Guide the discussion so that the children name things typical of farms, such as farm buildings, barnyard fence, horses, rural mail-box, and no near neighbors. Encourage conversation about Grandmother and Grandfather coming out to meet the family. Guide the reading of the two pages and lead the children to see why Grandmother said "my family."

* These words were first introduced in connection with the unit title but are re-presented here.

Page 48: "What do you think Jane is saying to Grandmother? Who else seems to be saying hello? What do you think Spot is saying? Read the first four lines to yourself to see if you are right." After the lines are read, say, "Why is Sally pointing to Spot? Read what she said." Guide the oral reading of the entire page.

Page 49: "What is funny in this picture? Read the first two lines to see what Grandfather and Spot said. Who else in the picture thinks Spot is funny? Read the line that tells what Grandmother did. What did she say? Does Grandmother look as if she wants to shake hands with Spot? Who is pointing to Spot? What do you think Sally is saying? Read the last three lines to see what she said."

ereading

Select children to represent the various characters and have the story reread. Emphasize natural conversational style in oral reading by such suggestions as: "How do you think Dick talked? Talk the way you think Grandmother talked," etc.

Related Practice

reading
or fluency

To avoid memorization and to promote fluency in reading, put the following pairs of sentences in the pocket chart and have each pair read.

"We are here," said Mother.
"We are at the farm."

Grandmother said, "Oh, my!
My family is here."

visual-
auditory
perception
of words

To check accuracy in associating the sound and appearance of words that are somewhat alike in sound and form, place the following pairs of sight words on the blackboard or in the pocket chart. Pronounce distinctly one word from each pair. Have a child frame the word pronounced and then say it slowly, but without distorting the sound.

help	what	get	say	Grandmother
hello	white	guess	see	Grandfather

individual
practice

For those who have trouble in hearing or reading the above words accurately, use a matching exercise such as that suggested on page 245 of this *Guidebook*, being careful to give ample practice on both auditory and visual discrimination.

Work-Book

Use pages 21 and 22.

Correlated Activities

Making
a frieze

The full-spread picture on pages 46 and 47 suggests the making of a frieze or mural showing a farm setting.

**Hearing
poems**

Read to the pupils the poems "Going to the Farm," from *I Like Animals*, by Dorothy W. Baruch; and "The Cow," from *A Child's Garden of Verses*, by Robert Louis Stevenson.

**Looking at
picture books**

Picture-story books about the farm should be read to the children and placed on the library table for them to enjoy during the reading of the unit. The following are suggested: *On the Farm*, by W. W. and Irene Robinson; *Fun at Happy Acres*, by Ruth C. Barlow; and *Grandfather's Farm*, by Helen S. Read.

The Pony

(Pages 50-55)

NEW WORDS: pony horses on fast good saw

WORD CARDS: 1, 7, 23, 43, 47, 49, 51, 53, 68, 70, 71, 74, 76, 81, 92, 96, 97, 104, 111, 112, 114, 116, 130, 138, 143a

PHRASE CARDS: 3, 63, 65

Preliminary Development

**Presenting
vocabulary**

Begin this lesson by asking those who have seen ponies on a farm, at the circus, or at a country fair to describe them. Show pictures of ponies, horses, and colts to help the children see that a colt is a baby horse but that a pony is not.

"The next story will tell about some of the animals that the children saw at the farm. They saw these animals." Present and read *four horses* and *one pony*. Have the phrases read.

"As soon as Dick saw the pony, what do you suppose he wanted to do?" Elicit and present *ride on it*. Place *May I* in front of the phrase and say, "This is what Dick said." Have the pupils read the line *May I ride on it?*

NOTE: It may seem advisable to divide this story for use during two reading periods. If so, pages 50 and 51 should be read as a unit, and the preliminary development should be concluded at this point. The vocabulary above may be checked by having the children find specific phrases.

"This is what Grandfather told Dick to do." Present and say, *Get on the pony*. Have the line read. "This is what Dick said when he got on the pony: *Go, little pony, go fast. I want a fast ride. I want a good ride.*" Present these lines one at a time,

say them, and have them read. Present and say, *Sally saw the pony, too.* Have the line read. "Do you suppose she can ride on it? We shall find out when we read the story."

Checking the
presentation

Place *Jane saw* in front of the phrases *four horses* and *one pony* and have these lines read. Direct the rereading of the other lines on the pocket chart by thought questions, such as, "What did Dick say to the pony when he got on it? Which lines tell what kind of ride Dick wanted?"

Reading from the Book

Guided
reading

"We are going to read a story today about *The Pony*." Place the title in the pocket chart or on the blackboard. "Can you find this story in your book?"

Pages 50 and 51: "Look at the picture that goes across these two pages. What are the children and Grandfather doing? What do they see?" Guide the reading of these two pages by thought units. Before turning to page 52, say, "Now we shall see who will ride the pony first."

Page 52: Before having the page read, ask the pupils what kind of ride Dick seems to be getting. The answer "a fast ride" or "a good ride" will set an oral pattern for the repetitive phrasing. The verbal text, by its rapid flow, gives the feeling of swift movement, even the rhythm of hoof beats. The rhythm implies rapidity; so the pupils should be directed to read the page as a unit. After the page is read silently, say, "See if you can answer these questions: What kind of ride does Dick want? Did he get it?" The last two lines imply that Dick and the pony did go fast. To lead the pupils to sense this, say, "I am going to read these lines to show that the pony *did* go fast." Then allow several pupils to read the page.

Page 53: "Look at the picture to find out what is happening. What is Sally taking with her for the ride? What is Dick doing? Read what he said. Read the last four lines to find out if Jane wants to ride fast."

NOTE: This is the first time that a run-over sentence appears in any material of this Series. Note that the line "Sally and I do not want" leads the child naturally to look to the next line for a completion of the sentence by the phrase "to ride fast."

Longer sentences, broken rhythm, and the use of negatives serve to bring about an effect of slowness in the verbal text

here. Have the entire page read orally to show this. Before turning the page, say, "I wonder if the pony will give Jane the kind of ride she wants. Let us see."

Page 54: "This page tells us about Jane's and Sally's ride." Have the entire page read silently. Then ask, "How do you know Sally is having fun?" Have the page read orally to show that Jane and Sally are having fun.

Page 55: "Just then Sally saw someone. Read the first line to find out who it was. Read what she said. Do you think Father can ride on the pony? Read what he said. Look at the picture at the bottom of the page." Lead children to recognize and enjoy the fact that Father is much too big for the little pony. "Read what Jane said to Father. Do you remember what Jane said when she first saw the pony?" Have the children turn back to the beginning of the story and read the first four lines. Contrast them with the last four lines on page 54 to show that Jane has learned something about horses and ponies.

Before rereading the story, discuss it. Ask such questions as, "What do you like about this story?"

NOTE: The attempt should be made to advance the children's critical judgment of a selection beyond more or less unthinking statements, such as "I like it" or "I don't like it." Appreciation of literature can be developed incidentally during the basic-reading period by such procedures as having the children note rhythm in style, types of style, pace of movement in the text, and highlights of interest. The suggestions in the foregoing lesson plan are good examples of correct procedure.

Rereading

Have the entire story reread orally. In reading pages 50 and 51, children should use a natural conversational style, such as the characters use in talking about the horses and pony. But page 52 should be read to give the feeling of swift movement.

Related Practice

Testing retention of story facts

To test retention of facts and to promote the ability to select the phrase which correctly completes a sentence, place the following sentences on the blackboard. Have the pupils draw a line under the correct ending and read the sentence.

Jane saw	four horses.	Dick said	May I ride in it?
	four boats.		May I ride on it?
Sally saw	a pretty pony.	Dick went	for a fast ride.
	a little car.		to get something.

**Visual-
auditory
perception
of words**

To check accuracy in associating the sound and appearance of words which are very similar in both sound and form, place the following pairs of sight words on the blackboard or in the pocket chart. Pronounce distinctly one word in each pair and have the pupils frame the word and say it.

at	in	no	fun
it	on	go	run

**Individual
practice**

To promote the ability to read and follow directions, put the following groups of sentences on the blackboard and have the children illustrate each group.

Jane said, "I saw four horses.
I saw a little horse, too."
Make what Jane saw.

Dick went for a good ride.
He went fast.
Make Dick on the pony.

Work-Book

Use pages 23, 24, and 25.

Correlated Activities**Making
cut-outs**

Have the children make cut-out figures of Dick on a pony (page 52), and Jane, Sally, and Tim on a pony (page 54).

**Composing
reading units**

Post these cut-outs on the bulletin-board with little stories, such as the following, printed under the appropriate figures.

This is Dick.
He said, "Go fast, little pony.
Go, little pony, go fast."

**Hearing
stories**

Read to the pupils the story *Bobby Wanted a Pony*, by Dorothy and Marguerite Bryan.

The White Hen

(Pages 56-60)

NEW WORDS: *hen eggs cluck ran have chickens but*

WORD CARDS: 1, 21, 28, 34, 40, 51, 54, 60, 64, 69, 70, 84a, 86, 109, 120, 130, 136, 143a, 151, 158

PHRASE CARDS: 23, 27, 46

Preliminary Development**Presenting
vocabulary**

"There were many chickens on Grandfather's farm. There were mother chickens and baby chickens. What is a mother

chicken called?" Elicit and present *a hen*. "Do you know what sound a hen makes?" Elicit and present *Cluck, cluck*. "This is the name of the building that the hens lived in." Place the phrase *the hen house* in the pocket chart or on the blackboard and allow the children to read it. "There were nests in the hen house. What do you suppose were in the nests?" Elicit and present *eggs*. "The hens did not always stay in the hen house. When Grandmother scattered feed for the hens, they *ran* to get it." Show the word *ran* as it is spoken.

NOTE: It may seem advisable to use two periods for the reading of this story. If so, pages 56 and 57 should be read as a unit, and the first preliminary development should be concluded at this point. The vocabulary presented above may be checked by having the children find and frame specific words.

"Dick wanted to get the eggs for Grandmother. He went to White Hen and said this." Present and read *Have you eggs for me?* Have the line read. "But he had some trouble. So he ran to tell Grandmother that he could not get all of the eggs. This is what he said: *I want to get the eggs. But White Hen is not a good hen. She makes me go away.*" Present the three-line unit, read it, and have the children read it. The new word *chickens* is not presented in the development. Children will easily infer this word from context, since both the picture and verbal text of page 60 give adequate clues.

Checking the presentation

To check the presentation, have the above lines reread in answer to thought questions. Have the new words framed as called for by the teacher.

NOTE: The first part of the above presentation introduces words or simple phrases in isolation. However, it should be noted that when a word method of presentation is employed, the preliminary development provides a meaningful oral setting for the introduction of new word-forms.

Reading from the Book

Guided reading

"The name of the story we are going to read today is *The White Hen*." Place the title in the pocket chart or on the blackboard and have it read. Have the children find the story in their books.

Pages 56-57: "Look at the picture that goes across the two pages. Where is Dick? Who went with him into the hen house? How is one hen different from the others?"

Page 56: Have the title read and ask the pupils to find the particular hen that the story is about. Have the page read silently and orally.

Page 57: "Read the first two lines to find out what Spot saw and what he said. Look at the picture again. What is White Hen doing? Do you think she is hurting Spot? Read the next three lines. Read the rest of the page to see what happened." Guide this reading so that the verb *ran*, which appears for the first time, will not be confused with the present tense *run*. After the reading of the page, ask, "What noises did the animals make? What happened to Spot and Puff?" Have the page reread orally. "Why do you think Spot ran away? What do you suppose happens next?"

NOTE: If this lesson is divided as suggested in the first note on page 260, this will conclude the first lesson.

Page 58: "This page tells us what happened after Spot and Puff ran away. Read the first line. Now read what Dick said to White Hen." After the reading of the first four lines, ask, "Why did Dick want eggs? Read what White Hen said. What did Dick say? Now look at the picture at the bottom of the page. What is the white hen doing in the picture? Do you think she is hurting Dick? Now read again what Dick said. Maybe you can make it sound more as he would say it."

Page 59: "What do you suppose Dick did when the hen pecked his hand? Read the first line to find out. Read what Dick said when he found Grandmother. Do you think Dick is angry at White Hen? Now read the rest of the page. Look at the picture at the bottom of the page. Where are Dick and Grandmother going?"

NOTE: A run-over sentence appears for the second time in this series of reading material. The line, "She went to the hen house, ends with a comma, which, the child must be taught, indicates that the sentence is not complete.

Page 60: "What a surprise for Dick! What was under White Hen?" Elicit the word *chickens*.

"Now why do you think White Hen pecked Spot and Dick? Do you think Dick is still angry at the hen? Why not?" Guide the reading of the page.

Bring out the fact that White Hen looks angry and ruffled on pages 57 and 58. Then have the children show how White Hen said *Cluck, cluck* when she was angry.

Have the children read the parts that tell how Dick felt (1) when he first saw White Hen; (2) when she wouldn't let him have the eggs; (3) when he discovered the baby chickens.

Related Practice

Developing meanings

To fix the meaning of the word *But* when it is used to show the relationship between opposing ideas, and to give practice in recognizing the new sight words of the story, place the following riddles and possible answers on the blackboard, one at a time. Have the children read each riddle and put an X under the correct answer.

It is in the hen house.
But it can not say Cluck, cluck.
What is it?

chicken hen

It went to the hen house.
But it ran away.
What is it?

chicken Spot

I have something.
But it is not for play.
What is it?

egg boat

Simple word analysis

To develop an awareness of the sound and appearance of the consonant *h* when occurring initially in words, proceed as follows: Place on the board in a single column the following sight words: *house, here, make, help, Puff, he, hello, yellow, hen, can, have, horse*. Underscore the first word, *house*. Have a child look at the word *house* and say it. Then have a child look at the next word, *here*, and say it. Say, "What part of these words sounds alike? Look at the beginning of the word *house* and at the beginning of the word *here*. Does the beginning of the word *house* look like the beginning of the word *here*?" When the child is satisfied that the two initial consonants match orally and visually, have him underline the word *here*.* Continue eliciting by questions the difference or similarity in sound and form and have the children underline only those words with identical initial consonants.

*It is desirable to encourage the pupils to learn the different letters by name and to refer to them specifically when occasion demands.

Individual practice

For pupils who need additional practice in noting the initial letter of a word, hectorgraph the following exercise. Direct the children to find a letter in each box. Tell them to find this same letter in the words and to draw a line from the letter to the same letter in each word.

<div data-bbox="325 359 346 384">h</div> <div data-bbox="472 331 529 361">help</div> <div data-bbox="472 387 529 413">here</div>	<div data-bbox="603 359 624 384">h</div> <div data-bbox="739 331 797 358">have</div> <div data-bbox="739 387 807 413">horse</div>
--	---

Work-Book

Use pages 26, 27, and 28.

Correlated Activities**Making illustrations**

Have the pupils illustrate the incident described in the first five lines on page 59. The teacher may reproduce copies of these lines for the pupils to paste on their illustrations.

Making experience charts

Post on the bulletin-board individual experience records with pupil illustrations.

Hearing stories and poems

Read to the children *Chicken World*, by Elmer Boyd Smith. Read the poem "Chickens" from *I Like Animals*, by Dorothy W. Baruch.

A Family in the Barn

(Pages 61-64)

NEW WORDS: barn they black did cat kittens

WORD CARDS: 1, 4, 6, 12, 15, 21, 25, 32, 33, 40, 41, 47, 53, 61, 64, 64a, 68, 69, 71, 76, 78, 104, 110, 116, 119, 130, 132, 134, 140, 150, 151

PHRASE CARDS: 17, 41, 83, 87, 95

Preliminary Development**Presenting vocabulary**

"Do you remember how many horses Grandfather had? Let us count the horses in this picture." Show the picture on page 51 and have the children count the horses. Then ask, "How many horses had Grandfather?" Elicit and present *four horses*.

"How many white horses are there? How many black horses?" Elicit and present *two white horses* and *two black horses*. "Where do you suppose Grandfather kept the horses?" Elicit and present *in the barn*.

"One day Dick saw something go to the barn. This is what he saw." Present *three red hens*. "He said, *They have eggs in the barn*." Present the line.

NOTE: From this point on in the *Guidebook*, when the word *present* is used, it indicates that the teacher should place the developmental unit in the pocket chart or on the blackboard, read the sentence, phrase, or word aloud, sliding the hand rapidly from left to right under it, and then have one or more pupils read it. The term *elicit and present* indicates that the word or phrase is to be elicited from the pupils, placed in the pocket chart, and read by several children.

"But when Dick and Jane went into the barn, Dick could not see the hens. This is what he said." Place the line *Where are the hens* in the pocket chart and have it read. Then say, "I will show you another way he could have said this." By substitution change *the hens* to *they* and have the sentence read. Then ask what *they* means in this sentence.

NOTE: If the reading of this story requires two periods, the preliminary development should be concluded here. Pages 61 and 62 of the story should be read as a unit.

"There were other animals in the barn, too. One animal kept mice away from the barn. Do you know what animal that was?" Elicit and present *a cat*. "What do we call cats when they are babies?" Elicit and present the word *kittens*. "Dick and Jane saw many animals in the barn." Present the line *But they did not see the pony*.

Checking the presentation

Quickly clear the pocket chart. Insert the following sentences and have them read: *Dick saw two black horses. Dick saw a cat and kittens. Where are they? They are in the barn. He did not see the hens.*

Reading from the Book

Guided reading

"Our next story is called *A Family in the Barn*." Place the title in the pocket chart and have the children find the story.

Page 61: "Who can find and read the title of our story? Look at the picture on this page. What do you think Dick is saying to Grandmother? Read all that Dick said to Grandmother. What does he want Jane to do? I wonder if Jane wants to look for eggs, too. Read what she said."

Page 62: "Where are the children? What is Dick looking at? Where is Jane going? Why is she going to the hayloft? Read what Dick said. Does Jane know where the hens are? Read what she said."

Page 63: "My, wouldn't it be fun to look for eggs in the hayloft? Jane sees something in the hay. Do you think it is a hen on a nest?" Give time for several children to volunteer opinions. "Read what Jane said. How do you know that what Jane sees is not the red hen? If it isn't a hen, what can it be? I wonder if Dick knows. Read what he said. Do Dick and Jane know yet what it is? Let's turn the page and maybe we shall find out."

Page 64: "What is in the hay? Are the children surprised? Read what Dick said." Guide the reading of the run-over sentence, "I see two white kittens and two black kittens," so that the two lines are read as a unit. Ask, "How many kittens were there? What colors were they? Read what Jane said."

reading

Select one child to be Dick and another to be Jane. Have the conversation in the story reread to reflect the emotions of the story characters.

Related Practice

extending
meanings

To promote comprehension of related ideas and to clarify the use of the pronoun *they*, place the following question and incomplete answer in the pocket chart.

Where are the hens?

They are

Place the following phrases on the chalk ledge: *in the barn, in the hen house, to the barn*. Have the children select the correct phrase and place it in the pocket chart to complete the answer to the question.

Clear the pocket chart and continue with each of the following: *Where are the horses? Where are the black kittens? Where did Dick and Jane go? Where are the cat and kittens?*

simple
word
analysis

To develop an awareness of the sound and appearance of the consonant *b* when it occurs initially in words, place the following list on the blackboard and use the procedures suggested in the lesson plan on pages 262-263 of this *Guidebook*: *barn, big, make, boat, work, ball, she, baby, bow-wow, jump, but*.

Work-Book

Use pages 29, 30, 31, and 32.

A Big, Big Dog

(Pages 65-68)

NEW WORDS: *dog pigs cows*

WORD CARDS: 1, 7, 9, 23, 31, 35, 61, 64, 74, 101, 109, 112, 116, 124, 130, 132, 138

PHRASE CARDS: 1, 5, 17, 32, 67, 71, 87 :

Preliminary Development

Presenting vocabulary

Review with the children the animals that Dick, Jane, and Sally saw at the farm.

"What other animals do you think the children might see on the farm?" From the names of animals that the pupils volunteer select for presentation the words *pigs* and *cows*.

"Spot saw these animals at the farm and did something to show what a *big dog* he was. The next story will tell us about Spot." Present *He can have fun at the farm*. (Note that this sentence introduces the "experience" meaning of *have* as contrasted with the "possess" meaning previously used.)

"One day you told me about your pets. Some of you had pet dogs. I think it would be interesting to hear about some of the things your pet dogs like to do." Allow the children to comment briefly about their pet dogs.

"Many of you said that your dog likes to run after something. What have you seen dogs run after? Spot liked to run after things, too. He was a little dog, but it made him feel big to chase things that were bigger than he was. The day he was at the farm he had fun and thought he was very big until something happened that surprised him. Would you like to read this story and find out what happened?" Have pupils find the story "A Big, Big Dog" and read the title.

Reading from the Book

Guided reading

Page 65: "Look at Spot. What is he doing? Why do you suppose he ran at the pony? The first five lines tell us what Spot did and what the pony did. Let us read to find out. Look at the picture again. Who are watching Spot? Read what Dick said. What did he tell Jane to do? What was the first thing he said about Spot? What else did he say about Spot?"

Pages 66-68: Guide the reading of the rest of the story as described for page 65.

"Does this story make you think of another time Spot ran away from the white hen?" Lead the children to recall the incident in the story "The White Hen." Compare the two incidents.

Rereading

Have the children close their books and see how many things they can remember that happened in the story. Urge them to reread until they are able to remember as many as five things occurring in this story.

Related Practice

Recalling Plot Sequence

To promote the ability to recognize sequence in plot development, place the following sentences in mixed order on the chalk ledge. (The word cards should be clipped together to make complete sentences.) Have the children arrange the sentences in proper sequence in the pocket chart. The following sequence should be observed:

Spot saw the pony.
It ran to the barn.
He ran at the pigs.
Spot saw the cows.
They ran away, too.
A hen saw the dog.
The hen did not run away.

Simple word analysis

To develop an awareness of the sound and appearance of the consonant *p* when occurring initially in words, place the following list on the blackboard and use the procedure suggested in the lesson plan on page 262 of this *Guidebook*: pig, Puff, here, make, pony, pretty, please, play.

Work-Book

Use pages 33 and 34.

Correlated Activities

Making friezes

Farm animals introduced in this story may be added to the frieze of the farm setting.

Making riddles

During the language or story period children may make riddles similar to the ones they have become accustomed to in the *Think-and-Do Book* for the Primer.

Hearing stories and poems

Read to the children the book *Here, Bingo!* by Anne Stoddard. Read the poem "I Had a Little Doggie" (author unknown), from *My Poetry Book*.

Puff Wants to Play

(Pages 69-72)

NEW WORDS: *wanted mew with sat ate*

WORD CARDS: 4, 8, 26, 32, 61, 76, 87, 88, 101, 102, 106, 113, 114, 115, 120, 124, 132, 135, 136, 143, 144, 152, 154

PHRASE CARDS: 32, 74, 92, 101

Preliminary Development

Presenting vocabulary

"Spot was playing out-of-doors with the children. Puff was in the house, and she was lonesome. This tells what she wanted to do." Present *Puff wanted to have fun* and *She wanted to play*. "Spot said bow-wow when he wanted to play. What do you suppose Puff said?" Elicit and present *She said, Mew, mew*. "With whom did Puff usually play?" Place *with* on the chart or blackboard. Place the names *Dick, Jane, Spot*, and *Sally* after *with* as they are supplied by the children. Then say, "Yes, Puff usually played with the children or Spot. But this time she couldn't find them, and she wanted someone to play with." Insert the phrase *with Tim* after the sentence *She wanted to play* and have the line read. "But of course Tim couldn't play. This is what he did." Present *He sat and sat*. "So Puff went outdoors to find someone else to play with. She saw some of the farm animals, but they were eating. They didn't even look at Puff. This is what they did. Present *They ate and ate*. "Guess who finally played with Puff. We shall find out when we read our next story.

Checking the presentation

Check this preliminary development by having the children find and read the lines that tell what Puff said, what Puff wanted to do, what the farm animals did, what Tim did.

Reading from the Book

Guided reading

"Find this story in your books." Present the title *Puff Wants to Play*.

Page 69: When the children have located the story, have them find and read the title. As the pupils study the picture, they should be led to observe that Mother is busy preparing apples for a pie. Then say, "Look at Puff. Why is she pulling on Mother's apron? What do you suppose Puff is saying? Read the first four lines to yourself. What do these lines tell you? Read what Mother said to Puff."

Page 70: Allow the children to enjoy the picture. Then say, "Read the first four lines to yourselves. Tell in your own words what happened. What do you think Puff will say?" Elicit "mew, mew." Then say, "Puff wanted to say something else. Read the next two lines to find out what she wanted to say. Read the rest of the page to see what happened." Have the entire page read orally.

Page 71: Have the children study the picture, identifying the animals—pigs, hen, chickens, and kitten. "Read the first part of the page to find out if the pigs and chickens wanted to play with Puff." Have the last five lines read. Children will enjoy rereading this little refrain aloud.

Page 72: Discuss the picture to bring out the fact that Puff has gone to the barn. Children may suggest many different ways the story could end. Have the page read to see how it really ended. Guide the reading of the page by thought units.

Rereading

Guide the rereading by means of these directions: "Read the page that tells (a) whom Puff first tried to get to play with her; (b) about Tim and Puff; (c) what happened to Puff when she wanted to play with the pigs and chickens; (d) about the animals that would rather eat than play; (e) how Puff finally found some animals that would play with her."

Related Practice

Recalling related ideas

To promote recall of related ideas, place the following questions in the pocket chart one at a time. They should be read silently and the answer located among the word cards *Puff*, *Mother*, *pigs*, *chickens*, and *Tim*, which have been placed on the chalk ledge.

Who wanted to play with Puff?
Who said, "Mew, mew"?
Who ate and ate?
Who sat and sat?

Simple word analysis

To develop an awareness of the sound and appearance of the consonant *s* when occurring initially in words, place the following list on the blackboard and use the procedures suggested on page 262 of this *Guidebook*: *sat*, *said*, *get*, *Sally*, *see*, *something*, *we*, *say*, *play*, *saw*, *red*.

Work-Book

Use pages 35 and 36.

Funny Cookies

(Pages 73-75)

Preliminary Development

As there are no new words in this story, the children may proceed directly to the reading of the story.

Reading from the Book

Guided reading

Page 73: "Can you tell from the picture what kinds of cookies Grandmother and the children will make?" Children should observe the animal cookie cutters on the table. "Let's read the first three lines to find out what Sally is saying." Have the rest of the page read to find out what Dick wants to do.

Page 74: "Can you tell from the picture what kind of animal cookies Jane has cut out? We can find out by reading the first part of the page. Read the part that tells what Dick said. What kind of cookie animal is he making?" After the page is read orally, lead to the reading of the next page by saying, "We didn't find out what Sally is making."

Page 75: "Here is Sally giving her cookie to Grandmother to bake. Can you guess what it is? Let's read to find out what Jane is saying about it." After the first three lines are read, say, "What do you suppose Sally did with her cookie after it was baked? The last part of the page tells you."

Rereading

The children will like to read this story again just for fun, because of the lively dialogue and rhythmic passages.

Related Practice

Noting plural forms

For practice on plural forms, present an exercise such as the following on the blackboard:

I have two horses.
 horse.

I have two houses.
 house.

I have one barn.
 barns.

I have one cookie.
 cookies.

Have pupils underline the correct form and read the complete sentence.

Work-Book

Use pages 37 and 38.

Correlated Activities

Hearing stories

Read to the children "Cakes for Dinner" and "Animal Crackers," from *Sally Does It*, by Baruch and Montgomery.

Two Pets

(Pages 76-80)

NEW WORDS: *pets home rabbit thank ducks good-bye quack*

WORD CARDS: 1, 38, 38a, 53, 55, 66, 73, 81, 100, 100a, 107, 108, 117, 124, 130, 138, 140, 153

PHRASE CARD: 76

Preliminary Development

Presenting vocabulary

"When the children came to the farm, they brought something with them. This tells what they brought." Present the phrase *two pets*. "This line tells you something about Spot." Place *Spot is a pet* in the chart and have the children read it. Change Spot to Puff and have the line read.

"In our next story the children leave the farm. Where do you think they will go?" Elicit and present *home*. "What do you think the pets will do?" Elicit and present *The pets will go home, too*.

NOTE: If two reading periods are needed for the reading of this story, the first preliminary development should be concluded at this point.

"When Mother and Father were ready to start home, the children saw some new animals on Grandfather's farm. They saw *a rabbit and a duck*." "Do you know what sound little ducks make?" Elicit and present *Little ducks say, Quack, quack*.

"When the children started to go home from the farm, Grandfather gave them something to take home with them. What do you suppose the children said?" Elicit and present *Thank you*. "The children said 'Hello' when they first came to the farm. What will they say when they leave?" Elicit and present *Good-bye*.

Checking the presentation

Have the children find words that are names of animals; the sound an animal makes; what children say when they are polite; where the family was going; what we call the animals that we play with.

Reading from the Book

Guided reading

Present the title *Two Pets* and have the children find the story. "We will find out now what Grandfather gave the children before they started home."

Pages 76-77: Bring out details of the farm setting in the picture. "What makes you think that Jane and Sally are ready to go home?"

Page 76: "Grandfather talked to Sally. Read what he said. What is he going to give the children? I wonder if Sally can guess what the pet is. Let's read what she guessed. What pet does Sally guess that Grandfather will give her? Read what Grandmother said. Did Sally guess right?"

Page 77: "Now Sally knows that the new pet will not be anything they already have, so she begins to talk about what she would like to have. Read what Sally said. Do you think Sally could have a cow, a pony, a horse, or a pig for a pet in the city? Read what Dick tells Sally. We still don't know what pet Grandfather is going to give the children."

Page 78: "This picture tells us what one of the pets will be. Read what Grandfather said. Read the part which tells that Dick and Jane are pleased. Don't you like the sound of these lines?" Read the last five lines on the page to show how they reflect Dick's feeling of pleasure. "Look at the picture again. Where is Sally going?"

Page 79: "Now do you know what Sally did?" Pupils should be led to note the relationship between the fact that Sally went to the duck pen in the picture on page 78 and the episode illustrated on page 79. Guide the reading of the page. Bring out the idea that Sally didn't know the difference between ducks and chickens.

Page 80: "On this page everyone seems to be saying something. What is it? The pets are saying good-bye, too. Let's read the page to find out how they say it."

Rereading

Guide the rereading by means of thought questions which motivate the reading of the entire story.

Related Practice

Vocabulary review

List on the blackboard the new words from Unit II and use a variety of technics in having the children read these words. For example: (1) The teacher may silently indicate a word in a column and have a child say it; (2) The teacher may orally call for a word and have a child frame it; (3) The teacher may use meaning clues, such as, "I am thinking of a word in the second column near the bottom that tells what a hen lays;

(4) The teacher may use word-form clues, such as, "Find two long words in the first column and read them." (5) The teacher may use phonetic clues, such as, "I see two words in the second column that begin this way." (Write *h* on the blackboard and have *hen* and *have* located in the column and read.)

Work-Book

Use pages 39-42. Pages 43, 45, and 46 are test pages, which are described on pages 274-276 of this *Guidebook*.

Correlated Activities**Extending
concepts**

The word "animals" has a wide range of possible meanings. During the reading of the unit "At the Farm," the pupils have been acquiring ideas about certain animals that are usually seen on a farm. To extend understandings and ideas about these animals, the following activities are suggested:

1. Place in the pocket chart the label "Animals." Arrange on the chalk ledge the word cards *pony, horses, cows, pigs, hens, chickens, ducks, rabbit*. After completing the reading of the last story of this unit, ask the children what animals were on Grandfather's farm. After the children have named as many as they can remember, say, "Turn to the first picture showing some farm animals. What kind of farm animals are in this picture?" After the children have answered "horses" and "pony," direct a pupil to select the word cards from the chalk ledge and place them under the label "Animals" in the pocket chart. Then say, "What color are the horses on Grandfather's farm? What other kinds of horses have you seen? Have you seen pictures of any other kinds of horses?" Encourage the children to discuss characteristics and kinds of horses. Ask one pupil to find a book on the library table that shows pictures of horses. Discuss the horses pictured in available books.

"What color is the pony on Grandfather's farm? What other colors may ponies be? Find a book that shows pictures of other ponies." Discuss the characteristics and kinds of ponies.

Ask the children to find in the Primer the pictures showing the hens and chickens. Ask questions and direct the activity for finding word cards, etc., for extending meanings for kinds of hens, the colors of baby chickens, and any other information that will clarify meanings. Continue this activity to extend understandings about cows, pigs, ducks, and rabbits.

Direct the children to find the name of an animal that gives milk, that swims, that lays eggs, that works, that squeals.

2. Post on the bulletin-board a large printed label "Animals." Display pictures illustrative of animals on the farm and, during informal conversation periods, arrange the pictures to show the classification of horses, ponies, hens, baby chickens, ducks, pigs or hogs, cats and kittens, and rabbits. Label each group of pictures to clarify the classifications.

Vocabulary Test II

Give Vocabulary Test II (Work-Book, pages 43 and 44). Instructions for administering the test and evaluating the results are given on pages 162-163 of this *Guidebook*.

cookie <i>good</i> go	<i>pony</i> pretty funny	<i>Grandmother</i> something good mother	Sally <i>say</i> away
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Good-bye <i>Grandmother</i> <i>Grandfather</i>	barn <i>farm</i> fast	kittens cookies <i>chickens</i>	help <i>hello</i> little
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fun red <i>hen</i>	little <i>kitten</i> pretty	dog <i>pig</i> get	mew, mew <i>Bow-wow</i> Baby
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Spot <i>dog</i> pig	<i>cluck</i> look cookie	see cow <i>saw</i>	gets <i>eggs</i> guess
---------------------------	--------------------------------	--------------------------	------------------------------

find <i>fast</i> boat	<i>black</i> cluck blue	run can <i>ran</i>	four <i>barn</i> down
-----------------------------	-------------------------------	--------------------------	-----------------------------

cat eat sat	<i>thank</i> they duck	mother little <i>rabbit</i>	laughed want <i>wanted</i>
-------------------	------------------------------	-----------------------------------	----------------------------------

duck <i>did</i> have	hens here <i>have</i>	down <i>cows</i> come	<i>with</i> white will
----------------------------	-----------------------------	-----------------------------	------------------------------

home house <i>horse</i>	<i>Good-bye</i> Baby Oh, my	where the <i>they</i>	it <i>at</i> and
-------------------------------	-----------------------------------	-----------------------------	------------------------

<i>ate</i> eat at	black Dick <i>duck</i>	not <i>cat</i> can	<i>pet</i> pig not
-------------------------	------------------------------	--------------------------	--------------------------

duck <i>quack</i> guess	<i>mew</i> me cow	<i>on</i> in no	big <i>but</i> cat	come <i>home</i> house
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Visual-Auditory Test I

Give Visual-Auditory Test I (Work-Book, page 45). Follow the procedure described on page 162 of this *Guidebook*. Suggestions for evaluating the results of the test will be found on page 276.

Construction of the test

All of the words used in the test are included in the vocabulary of the first two units of the Primer, *Fun with Dick and Jane*. The test is so constructed that a child, in order to discriminate between the test word and its foils, must recognize certain visual differences in words that sound or look somewhat alike.

fun <i>run</i> one	oh go no	too <i>do</i> who	away say <i>play</i>
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can <i>ran</i> and	sat at <i>cat</i>	did <i>pig</i> big	<i>black</i> quack cluck
--------------------------	-------------------------	--------------------------	--------------------------------

Dick <i>did</i> duck	yellow <i>hello</i> help	<i>car</i> are for	saw see <i>say</i>
----------------------------	--------------------------------	--------------------------	--------------------------

it and <i>at</i>	<i>he</i> me she	Spot not <i>what</i>	three <i>she</i> see
------------------------	------------------------	----------------------------	----------------------------

<i>they</i> say play	yes <i>guess</i> get	<i>went</i> want will	<i>red</i> said ride
----------------------------	----------------------------	-----------------------------	----------------------------

Interpreting results

If a child is unable to distinguish between these words with auditory and visual similarities, it may mean that he does not know the sight word, that he is careless, or that organic defects prevent accurate perception. On the other hand, it may indicate that he is unable to fuse auditory and visual cues in word recognition.

If the child has marked the word *fun* when *run* was pronounced, it is possible that he confused the initial consonants.

If the child marked either the word *see* or *saw* when *say* was pronounced, it is possible that he was over-attentive to the initial sound and form of the word.

If the child marked *not* or *Spot* when *what* was pronounced, it is possible that he is identifying words by their endings.

Unit III—Fun with Pets and Toys

Content of the Unit

The stories in this unit feature play with pets and toys. They reflect some of the most universal experiences of children and develop another aspect of fun in the home. The theme of the book is carried forward in stories in which familiar characters share the fun of caring for and playing with their pets and toys. The humor of the stories is heightened by the whimsical antics of Sally, who often fails to understand the difference between toys and real objects.

The stories of this unit are closely related in content to those of the preceding unit. Facts about the farm are recalled as the characters engage in such activities as caring for the pets they brought from the farm and building a toy farm. Both the stories in the basic book and the activities suggested in this *Guidebook* emphasize the idea that it is fun to possess and play with pets and toys.

Development of Readiness for the Unit

The reading of the last story of the second unit, "Two Pets," has already set the stage for reading the first two stories of this unit. The pupils are naturally interested in these two new pets; so the reading of the third unit may usually be introduced with little or no special preparation.

Introducing the Unit

WORD CARDS: 4, 49, 100, 139, 154

"Our next group of stories tells about the fun Dick, Jane, and Sally have with pets and toys. The title of this group of stories is *Fun with Pets and Toys*."

Distribute the books and have the children turn to the table of contents. "You remember that we have just finished reading all the stories about 'Fun at the Farm.' Can you find the name for the next group of stories we are going to read?"

After the children locate and read the new unit title, help them find the colored title page. Say, "This colored page tells where the stories about fun with pets and toys begin."

*Presenting
the unit
title page*

Work-Book

Page 46 of the Work-Book may be used at this time.

Fun for Little Quack

(Pages 82-86)

NEW WORDS: toys* happy out well must now

WORD CARDS: 51, 59, 61, 73, 81, 89, 94, 99, 107, 112, 136, 143, 146, 147

PIIRASE CARDS: 46, 52

Preliminary Development

Presenting vocabulary

"Our last story told us about two pets that Grandfather and Grandmother gave to the children. Do you remember what the pets were? This is what the children named one of the pets." Present *Little Quack*. "Which pet do you suppose they named Little Quack? Why was 'Little Quack' a good name for the duck? Dick and Jane found that Little Quack was not *happy* in his new home." Present the word *happy*. "Jane said, 'Little Quack is not happy.'" Place the phrase *Little Quack is not* before the word *happy* and have the entire line read.

"Dick and Jane didn't know why Little Quack wasn't happy. They didn't know what he needed. Jane thought that maybe Little Quack wanted to get out of his pen, so she said this." Present *He wants to get out*. "Dick thought that Little Quack was hungry, so he brought some food to the little duck. Then something happened to make Dick and Jane run into the house. This is what Jane said." Present *We must run*. "After awhile the children came back and found that Little Quack was happy, so Dick said this." Present *Well, well. Now he is happy*.

Checking the presentation

"Dick might have said this." By substitution change the above line to *He is happy now* and have it read. "See how many times you can find the word *well*." Have the children find and read the sentences containing the words *get* and *must*.

Reading from the Book

Guided reading

"We said that Dick and Jane wanted to make their pet duck happy, but they didn't know what to do. Let's turn to the story 'Fun for Little Quack' and see if we can find out what happened to make the little duck happy."

* The word *toys* was introduced on the unit title page. Since it is not used in the story "Fun for Little Quack," it is not presented in this preliminary development. It is presented in connection with the story "In and Out" on page 284 of this *Guidebook*.

Pages 82-86: Have the children study the pictures in this story in order. Let them make up a running account of the incidents represented in each and the conversation of the characters. "Now let's read the story in the book and see if it is like your story." Have the children find the first page of the story.

Page 82: "Read the title. Now read what Jane said. What does Jane think Little Quack wants to do? Dick has another idea. Read what he thinks the duck wants."

Pages 83-86: Similarly guide the reading of the rest of the story. Have each page read silently in thought units; then motivate the oral reading of the entire page.

Rereading

To have the story reread as a whole, let different children assume the parts of the characters and read what each said.

Related Practice

Using story facts

To give practice in recalling story facts and in using ideas gained from reading to answer thought questions write the following sentences and questions on the board:

Dick and Jane have a duck.
The duck is not happy.
Jane said, "He wants to get out."
Dick said, "He wants something to eat."
Did Little Quack want to get out?
Did he want to eat?

Have the children read the first four lines silently and orally. Then have them read the first question silently and orally and answer it. Continue with the other question.

Erase this unit from the board and write the following sentences and questions. Use the procedure suggested above.

Dick and Jane saw something.	Dick said, "Well, well.
Jane said, "Oh, look!	The duck is happy now.
We must run to the house."	Now he can have fun."
What did Dick and Jane see?	Did Little Quack have fun?
Did they run to the house?	What did he do?

Simple word analysis

To develop an awareness of the sound and appearance of the initial consonants *m* and *n* in words, place the following lists of words on the blackboard in columns. Use the procedures suggested in the lesson plan on page 262 of this *Guidebook*:

make, must, want, me, well, mother, my, work.
not, mew, now, he, who, no, big, help.

**Individual
practice**

To give practice on the recognition of new word forms, reproduce the following sentences and words. Have the children underline the word in the sentence which matches the word at the right.

Little Quack did not look happy.

happy

He did not want to get out.

out

Jane said, "We must run."

must

Dick said, "Well, well."

well

Now Little Quack is happy.

Now

Work-Book

Use pages 47 and 48.

Correlated Activities**Modelling
animals**

Have the children make plasticene figures of ducks and other animals used as pets.

**Hearing
stories**

Put stories about ducks on the library table. Read some of them to the children. Stories that are especially good to read are: *Little Duck*, by Marjorie Barrows; *And a Duck Waddles Too*, by William Culp; and *Peppi the Duck*, by Rhea Wells.

Little Rabbit

(Pages 87-89)

NEW WORDS: *hop all came*

WORD CARDS: 2, 4, 8, 9, 22, 32, 46, 59, 60, 61, 65, 66, 67, 69, 81, 86, 108, 144, 148

PHRASE CARDS: 36, 53

Preliminary Development**Presenting
vocabulary**

"What other pet did the children bring from Grandfather's farm to the city? Dick and Jane gave the rabbit a name, too. This is the name they gave him." Present *Little Rabbit*. "Father made a nice house for Little Rabbit, and Dick and Jane put some straw in it for him to sleep on. But Little Rabbit didn't want to stay in his house. He wanted to run away." Present this inverted sentence, *And away he went*. "How do rabbits move?" Elicit and present *Rabbits hop*. "Little Rabbit went fast. This tells you how he went." Present *Hop, hop, hop*.

"As he was hopping along, he saw something good to eat. He was hungry; so he started to eat. And do you know how much he ate?" Present *He ate all he wanted*.

Then present the line *Dick came for Little Rabbit*. "But before Dick came, something happened to Little Rabbit. When we read the story, we shall see what happened."

**Checking the
presentation**

Have the children read the lines that tell how Little Rabbit went and how much he ate. Find and read the line that tells what Dick did.

Reading from the Book

**Guided
reading**

Page 87: "What is Little Rabbit doing? Read the page to yourself to see if you can find out what Little Rabbit did and whether Dick and Jane knew what he did." Have the page read aloud, using the same questions to motivate the reading.

NOTE: The run-over sentence on this page is the same type as that on page 53 and should cause no difficulty.

Pages 88-89: Similarly guide the reading of the rest of the story. Have each page read silently in thought units and then read orally.

Rereading

Have the entire three-page story reread by several children without stopping to comment again on the pictures. The aim of this exercise is to promote habits of fluent, expressive reading.

Related Practice

**Testing
retention
of story
facts**

To test retention of story facts and to give practice in reading the new words in context, place the following questions on the blackboard. Have the children read each question and answer it in their own words.

Who came for Little Rabbit? What did Little Rabbit eat?
Where did Little Rabbit hop? Did he eat all he saw?

After the children have answered the above questions, remove the following words from the sentences and place them on the chalk ledge in mixed order: *came, hop, what, all*. Then direct the children to find the correct word to complete each sentence and replace it in the sentence.

**Word
analysis**

To give additional practice in noting the initial consonant *h*, place the word *hop* in the pocket chart. Place the following word cards on the chalk ledge: *house, here, home, came, me, have, went, he, happy*. Direct the children to find the words that begin like *hop* and place them in the chart under this word. Have other words beginning with *h* supplied orally.

Individual practice

For those children who need additional practice in retaining facts and in selecting a phrase which correctly completes a sentence, reproduce the following sentences. Direct the children to draw a line under the correct ending for each.

Little Rabbit wanted to run away.
 to ride away.

Hop, hop, hop he went.
 he wants.

Little Rabbit ate all he saw.
 all he wanted.

Work-Book

Use pages 49 and 50.

Correlated Activities**Constructing and modelling**

Suggest that pupils model clay figures of rabbits and make a miniature rabbit hutch from a pasteboard carton.

Composing records

Record the personal experiences of individual pupils with pet rabbits. These may be illustrated and made into scrap-books.

The Big Blue Ball

(Pages 90-93)

NEW WORDS: *looked* *bump*

WORD CARDS: 4, 7, 11, 13, 16, 20, 22, 37, 63, 70, 74, 78a, 83, 89, 106, 115, 120, 130

PHRASE CARDS: 57, 82

Preliminary Development**Presenting vocabulary**

"One day you told me about your pets. Some of you said you had pet kittens. What was the funniest thing that ever happened to your kitten?"

"We are going to read a story about something funny that happened to Puff. One day she was all alone in the living-room. She saw something on a table. This is what she did." Present *She sat down and looked at it.* "She wanted what was on the table, but when she jumped up to get it, this is what happened." Present *Down came the kitten.* "Something else came down, too. These words tell how they came down." Present *Bump, bump.* "Mother and Jane and Dick heard the noise, so they all came into the living room. *They all looked at Puff.*" Present this line containing a new meaning of *all*.

Reading from the Book

Guided reading

Present the title *The Big Blue Ball* and have the children locate the story in their books.

Page 90: Have the children find and read the title of the story. After they have read the page silently, let them summarize it in their own words.

Page 91: "Look at the picture. What did Puff do? What happened? Why did the basket tip over? Read the whole page to yourself. What happened first? Then what happened to the ball and the kitten? I like the sound of this page. I'll read it to you to show you why I like it."

NOTE: The natural use of a rhythmic pattern in the verbal text actually reproduces in words something of the staccato movements of what is happening. The teacher should read this page aloud to make the children aware of this pattern. The run-over sentence is the same type as that on page 59.

Page 92: "Turn the page to see what happens next. What has happened to Puff? Did Puff have fun with the ball of yarn? Why isn't a ball of yarn a good thing for a kitten to play with?" Guide the reading of the page by thought units.

Page 93: "What is Mother doing? Read what Mother said. Read what Puff said. Read the next two lines. Why did Puff say mew, mew? What does the next line tell you that Puff can do now? The last two lines tell you why Jane is giving Puff another kind of ball. Read these lines. Look at the picture at the bottom of the page. What can Puff do with this ball?"

NOTE: The run-over sentence on this page has not an easy clue to lead the children to finish it. Hence the reading must be carefully guided, as suggested above.

Rereading

Have the children read the story orally for enjoyment. Let them cover up the pictures and read the verbal text; then reverse the process and let them cover the verbal text while they recall the action and conversation accompanying the pictures.

Related Practice

Development of sequential thinking

To promote the ability to recognize sequence in plot development, clip word cards together to make the following sentences: *Puff looked at the ball. Down came the kitten. Bump, bump. They all looked at Puff. Mother said, I must help Puff.* Arrange these sentences in mixed order. Proceed as suggested on page 267 of the *Guidebook*.

Simple word analysis

To develop an awareness of the sound and appearance of the consonant *d* when occurring initially in words, place the following list of words on the blackboard in a column. Use the procedures suggested on page 262 of this *Guidebook*: *did, do, go, down, barn, duck, ball, Dick*.

Work-Book

Use pages 51 and 52.

In and Out

(Pages 94-99)

NEW WORD: *animals into*

WORD CARDS: 2, 4, 5, 6, 7, 9, 11, 22, 25, 29, 49, 50, 53, 65, 71, 72, 74, 78a, 81, 99, 101, 108, 115, 130, 132, 136, 139, 148

PHRASE CARDS: 41, 43

Preliminary Development

Presenting vocabulary

"We have been reading stories about pets. In the next story we shall read about Sally and her *toys*." Present the word *toys*. "One of Sally's toys was a toy barn. There were *little toy animals in the barn*." Present the italicized phrase.

"Sally dumped them all out. She said, *Out they come*." Present this inverted sentence. "Then Sally wanted them to go into the barn, so she said this." Place the sentence *Go into the barn* in the pocket chart and have it read.

Checking the presentation

Have the children find the word *barn*, and the words *into* and *out*, and read the sentences containing them.

Reading from the Book

Guided reading

"While Sally was playing with her toy animals, something happened that surprised her. We shall find out what happened when we read our next story." Present the title *In and Out* and help the children find the story in the book.

Page 94: "Look at the pictures. What has Sally in her hands? What toys are falling out of the barn? They look as if they are coming out with a big bump. Read the first thing Sally said."

NOTE: Guide the reading of the first sentence so that the new type of run-over sentence causes no difficulty. This is the first time a broken line has consisted of a complete sentence quotation with the speaker label on the next line.

"Read the rest of the page. What did Sally say as she played with her toys? Now read the whole page. Read it just as if you were Sally talking to herself."

Page 95: "Read the first line to see what Sally did next. Read all that Sally said about the toy animals. What toy animals had Sally? What animals do the last two lines tell about? Look at the picture. Did Sally name all of her toys?"

Page 96: "What is Sally doing in this picture? Read the first two lines to yourself. What did she want the animals to do? Read what she said to them. Read the rest of the page and tell what the animals did."

Page 97: Encourage comments about the picture and guide the reading of the page so that each two lines are read as a unit. Have pages 96 and 97 reread as a unit.

Page 98: "Why is Sally looking into the barn? Do Dick and Jane know the joke on Sally? How do you know? Does Sally know yet what has happened to the animals? Read what she said. What did Sally think the toy animals did?" Call attention to the fact that Sally always pretended that toy animals were real animals. "Read aloud all that Sally said. Who told Sally what happened? Read what Jane said to Sally."

Page 99: "How is Jane helping Sally? How is Dick helping Sally? Read what he said." Have the rest of the page read silently. Then ask, "Which animals went into the barn first? What other animals went into the barn? Why didn't they come out this time?" Have the page read orally.

Rereading

This story lends itself admirably to rhythmic oral reading in verse choirs. No effort should be made to bring the choral reading to a level of polished perfection in the first grade; nevertheless the children may enjoy informal choral activities now and then. The best reader may read what Sally said in this story. Then a "choir" of four or five children may say the lines beginning "In went the ducks," page 96, another choir the lines beginning, "In went the horse," page 97, a third choir "In and out," etc. One pupil should read the conversational parts on pages 98 and 99. Then the three choirs could read together the last six lines on page 99. Keep the tone light and the pace lively.

Related Practice

Recognition of sentence form

To give practice in reading the inverted sentence form, place in the pocket chart the inverted *In they go* and have pupils

change it to the direct form *They go in*. Continue with the following: *Out came the animals. Here they are. In they went. In went the pigs. Out came the pigs. Away they went.*

Simple word analysis

To give practice in finding little words in big words, place the following words on the chalk ledge: *in, to, fun, at, all, and it*. Place the word *into* in the pocket chart and pronounce it slowly but without distorting the sound. Ask the children if they can hear any of the small words which are on the chalk ledge in the word *into*. When the two words *in* and *to* are identified, write the word *into* on the blackboard and have the children underline the word *in* and the word *to*. Continue with the words *funny, ball, cat, rabbit, sat, kitten*.

Individual practice

To develop the ability to see relationships, reproduce the following groups of sentences. Direct the children to underline the correct ending in the last sentence in each group.

One animal is big.

One animal is little.

One is a farm animal.

One is a pet animal.

The little one is a horse.
a chicken.

The farm animal is a cow.
a kitten.

Work-Book

Use pages 53, 54, and 55.

Correlated Activities

Setting up a toy store

If the activity arises naturally, the children may set up a toy store in the classroom. Clothes-pin dolls, stuffed gingham animals, simple jig-saw puzzles, bean bags, and other simple playthings may be planned and made.

The New Toy

(Pages 100-103)

NEW WORDS: *new talk soon that*

WORD CARDS: 1, 23, 33, 50, 54, 70, 90, 91, 96, 120, 122, 123, 127, 129, 130, 139a, 153

PHRASE CARDS: 35, 38, 77

Preliminary Development

Presenting vocabulary

Ask the children if they have ever talked on a real telephone. Have them describe what they did and said. Stress the fact that telephone conversations usually begin with "hello" and

end with "good-bye." Then ask if they have seen a toy telephone. Discuss the difference between a real telephone and a toy telephone.

"One day Mother gave Sally a toy telephone. This is what she said." Present *Here is a new toy*. "Sally liked the telephone, and this is what she thought." Present *That is a good toy. I can talk on that*.

Say, "Sally played with her new toy for a while." Then present the line *Soon she did something funny*. "We shall find out what Sally did when we read the next story."

**Checking the
presentation**

Quickly clear the pocket chart and present the following sentences for the children to read.

I have a new toy.

I can talk on that.

That is my new toy.

I will talk soon.

NOTE: *That* is used to refer to an object in this story. In the next story it will be used to refer to an indefinite act. Later, it is used as a relative pronoun. The checking of the preliminary development should be limited to the first use. The other uses will be introduced in the succeeding lesson plans.

Reading from the Book

**Guided
reading**

Present the title *The New Toy* and have the children find it through the use of the table of contents. Have them locate the story in the book.

Page 100: "Who are in the picture? Read the page to yourself to find out what Sally is saying to Spot." After the silent reading ask, "To whom does Sally think she can talk on the toy telephone? Do you think she can?" After the children have given opinions, have the page read orally.

Page 101: "What is Sally doing in this picture? To whom does she think she is talking? Can Father hear her? Why not? Read what Sally said. What does Sally want Father to get for her? Find the line which tells that Sally is polite." Guide the reading of the rest of the page.

Page 102: "Look at the picture. What is happening? Read the first line. Read what Sally said to Father. Why did she ask him if he had brought the cookies? Did Father really hear her ask for the cookies? Read what he said. Do you think Sally knows yet that she didn't make Father hear when she asked him for cookies? Read what she said."

Page 103: "What is Sally doing? Read what Sally said. Why is Father laughing? Read what Father said." Have the page

read orally. Then discuss the difference between Sally's telephone conversation and one on a real telephone.

Rereading

Have the entire story reread aloud by several children. To promote good habits in oral reading, show the children that different ways of emphasizing an expression will produce a variety of meanings. Have a child say the sentence "Please get cookies for me" the way he thinks Sally would say it. Have the children read the following sentences. Note the inflection on the italicized parts of each sentence to see if the pupils have correctly interpreted the feeling of the characters.

See my *new toy*.

I can have *fun* with it.

Good-bye, Father, *good-bye*!

Where are the *cookies*?

I wanted *cookies*.

Spot wanted cookies, *too*.

Related Practice

Recalling story facts

To give practice in recalling story facts, place the following questions and answers on the blackboard. Have the pupils draw a circle around the correct answer to each question.

Can Sally talk on the new toy? Yes No

Did Sally want a new pet? Yes No

Did Sally want something to eat? Yes No

Did Father come home soon? Yes No

Did Father get the cookies? Yes No

Did Father say, "You can not talk on that"? Yes No

Simple word analysis

To give practice in the oral and visual recognition of the consonant *t* when occurring initially in words, place the following list of words on the blackboard in a column: *talk, duck, Tim, hen, two, do, to, he, toy, look, too*. Have the pupils pronounce each word and underline the ones which begin the same way as *talk*.

Work-Book

Use pages 56, 57, and 58.

Correlated Activities

Dramatic play

The story of "The New Toy" will lend itself to imitative play. The pupils may use a toy telephone to dramatize imaginary conversations of their own.

Classifying pictures

During the language period the children may be encouraged to classify the pictures they have collected as pictures of toys or pictures of pets. Two separate captions, "Pets" and "Toys," may be posted on the bulletin-board. After a child has explained his picture, he may post it under the appropriate caption.

The Toy Farm

(Pages 104-107)

NEW WORDS: *there so*

WORD CARDS: 12, 33, 61, 69, 76, 109, 121, 129, 130, 136, 152

PHRASE CARD: 81

Preliminary Development

Presenting
vocabulary

Ask the children to recall stories about toys they have read in the Primer. Recall that Sally had a toy barn and toy animals. "The children also had a toy house. The next story tells how Dick used these toys to make a toy farm. He set up the house and said this." Present *There is the house*. "Then he said this." Substitute *barn* for *house* and have the sentence read. "He wanted Jane to see his farm. *So he ran to Jane*." Present this sentence.

"When he came back, something had happened that made him say, *Who did that?*" Present the sentence. In this sentence "that" refers to an action instead of an object.

Checking the
representation

Have the sentences reread, and ask the children to find the two new words in the sentences.

Reading from the Book

Guided
reading

Page 104: "Look at the picture and tell where Dick made his toy farm. Why was a sand-box a good place to make it? What do you suppose Spot is thinking about?" Have the children read the page silently and then tell what words in the following list, placed on the blackboard, describe the farm: *big, funny, little, pretty*.

"Whom does Dick want to see his farm? Read aloud what he said." Have the entire page read orally. "What does the last line say about Dick? Dick left Spot to watch the farm."

Page 105: "What happened while Dick was gone? My! The whole farm is down. I wonder what Dick said when he came back and saw his farm. Read the page to yourself to find out." After the reading, check comprehension by thought questions. Children will enjoy reading this page aloud, since many child-like sentence fragments are used to express Dick's mood.

Page 106: Guide the reading of the page by thought units. The run-over sentences are familiar patterns, so they should be read easily.

Page 107: "What did Mother come to see? Read the sentence that tells you." Give special help, if needed, in the reading of this run-over line. "Read and find out who looked at the farm. Find out who said, 'Who did that?' Then Dick saw some dog tracks in the sand. Read what he said. I think his voice sounded cross, because Spot did something funny. Look at the picture at the bottom of the page. Read the last two lines to see what they tell about Spot. Why is Spot running away?"

Rereading

Have the children compare this story with "In and Out." The two stories are comparable in several respects: they are about the same toys; they both contain childlike sentence fragments which make a pleasing cadence when read aloud; they both have an element of mystery—Sally was too small to figure out her own mystery, but Dick solved his.

Related Practice

Clarifying meanings

To clarify the meaning of the word *there* by contrasting it with the word *here* in meaningful situations, proceed as follows:

Place a book on the desk and say, "Here is a book." Then direct some child to place the book on the library table by saying, "Please put the book there." Continue the exercise using other objects and allowing the children to make the statement "Here is (a ball or top)," and then compose a directional sentence using the word *there*.

Continue with the same type of exercise to clarify the use of *so* in a cause-and-effect relationship. Use a sentence such as the following, performing the action indicated in the last part of the sentence.

I have no pencil, so I will get one.

Allow the children to compose similar sentences and perform the appropriate actions.

Simple word analysis

To develop an awareness of the sound and appearance of the voiced speech sound *th* when it occurs initially in words, place the following list of words on the blackboard in a column and use the procedures suggested in the lesson plan on pages 262 and 281 of this *Guidebook*: *that, the, where, they, to, who, there, white, this*.

Work-Book

Use pages 59 and 60.

Jane Wants a Doll

(Pages 108-113)

NEW WORDS: doll birthday likes ma-ma

WORD CARDS: 1, 11, 14, 23, 35, 36, 36a, 70, 76, 80, 80a, 85, 95, 103, 117, 120, 123, 127a, 129, 136, 143, 143a, 158

PHRASE CARDS: 31, 76, 99

Preliminary Development

Presenting vocabulary

Stimulate recall of past experiences by asking, "Do you have fun on your birthday? Do you have a birthday cake? Do you sometimes have a party? Do you get presents? Does your family say this?" Present *Happy birthday to you*. Then present *Jane will have a birthday soon*. "Mother wanted to see what Jane would like for her birthday, so she took Jane and the other children downtown to look at the store windows. Can you guess what kind of toys Jane likes? Elicit and present *Jane likes dolls*. "Jane saw a baby doll in a store window. The baby doll could talk. It could say this." Present *ma-ma*. "Jane looked and looked at the doll, and Mother heard Jane say this." Present *Oh, I want a doll. I like a doll that talks*. "Do you suppose Jane will get a baby doll for her birthday?"

Reading from the Book

Guided reading

"Find in your book the story 'Jane Wants a Doll.' Let's read this story to see if Jane gets a doll."

Page 108: Encourage discussion of the picture and lead children to tell what toys they think Dick, Jane, and Sally would like to have. "Let's read to see if the children are talking about the things they want. Read the rest of the page and find out what happened after they looked at the toys awhile."

Page 109: "The picture shows what Dick did as soon as they got home. What makes you think that Dick is talking over a real telephone? Read the page to find out whom he is talking to and what he is talking about. Now read the page aloud."

Page 110: "What do you think Sally is whispering to Father? Why do you suppose she is whispering? Let's read to find out what she said. Now how many people know what Jane wants? Do you think someone will get a baby doll for her? Let's read the rest of the story to find out."

Page 111: Guide the picture study and the reading of the page. Then say, "Jane can not guess what is in those boxes. Can you?"

Page 112: "What is happening in this picture? Do you remember where Grandfather and Grandmother live? Why have they come to visit the family? What is Grandfather holding? What do you suppose is in that box? How many presents does Jane already have?" Guide the reading by thought units.

Page 113: "What was in each package that Jane got? Why is everyone laughing?" Bring out the fact that no one knew the others were going to buy dolls for Jane. "Why do Dick and Sally look so pleased? Do you think Jane was pleased to get three baby dolls? Let's read the page to find out."

Rereading

To place emphasis on meaningful interpretation, guide the rereading by such directions as: "Read the part of our story that tells how Mother knew Jane wanted a baby doll. Read the part that tells how Father knew Jane wanted a doll."

Related Practice

Recalling related ideas

To check on the ability to recall related ideas and on accuracy in word recognition, put these lines in the pocket chart.

Jane will have a birthday.
She wants a

Put the words *dog*, *doll*, and *ball* on the chalk ledge. Have the children read the sentences silently. Then direct them to find the word on the chalk ledge that completes the second sentence and place it at the end of the sentence. Continue with the following sentences and words:

Jane likes dolls.
She likes dolls that can say
please thank you ma-ma

Simple word analysis

To develop an awareness of the sound and appearance of the consonant *w* and the speech sound *wh* when they occur initially in words, place the following lists of words on the blackboard in columns and use the procedures suggested in the lesson plan on pages 262 and 281 of this *Guidebook*.

want, will, make, with, me, mew, work, well, went, new.
where, white, there, here, what, make.

Work-Book

Use pages 61, 62, and 63.

Correlated Activities

Living
Doll Day

Plan a Doll Day with the children. Encourage them to bring favorite or unusual dolls. During the language period have each child tell about the doll he brought to class—where it came from and why he is fond of it.

Who Can Talk?

(Pages 114-116)

WORD CARDS: 36, 80a, 120, 127, 132, 158

BASE CARD: 78

Eliminary Development

"When Jane was playing with her dolls and making them say ma-ma, Sally was watching her. That gave Sally an idea. She tried to make some of her toys do this." Present *talk like the baby dolls*. Note that *like* in this story means "in like manner," as contrasted with "is fond of," which was the meaning previously used. "We shall find out what else Sally did when we read this story."

Reading from the Book

Guided
Reading

Page 114: "What is Jane showing Sally? What does Jane do to make her doll say ma-ma?" Children should observe that Jane bends her dolls over to make them talk. "Read what is under the picture."

Page 115: "Why is Sally making Tim bend over? What other toy has she? Read what Sally said to Tim. Do you suppose Sally can make Tim and Toy Dog talk? Read the last three lines. Do you think Sally will give up trying to make her toys talk? I wonder what she will do next? Let's turn the page."

Page 116: "Why do you suppose Sally is making Puff bend over? Read the first part of the page to yourself to find out." After the silent reading ask, "What does Sally want Puff to say? Read the next two lines to find out what Puff said. Read the rest of the page to find out if Sally could tell the difference between ma-ma and mew, mew." Have the page read aloud.

Rereading

After a discussion based on plot enjoyment, ask the children to tell the story. If necessary, have portions of the story reread to verify a child's account.

Related Practice**Clarifying meanings**

To promote the ability to associate specific meanings with pronouns while reading, place the following words in the pocket chart: *they, you, she*. Then direct the children to reread silently the whole story "Who Can Talk?" and remember who they are reading about when they read each of these words.

When they are prepared to do so, have different children locate one of these pronouns in the story, read the sentence containing it, and tell what the pronoun means.

Vocabulary review

To review the new words presented in Unit III and to check on accurate recognition of these words, list the 23 new words on the blackboard and use the procedures suggested on pages 270-273 of this *Guidebook*. In reviewing the words of Unit III, the use of meaning clues as suggested on page 272 is an especially valuable technic.

Work-Book

Use pages 64 and 65, which are tests and are explained on pages 295-296 of this *Guidebook*.

Correlated Activities**Composing rimes**

Help the children compose simple rimes to retell parts of the story. For example:

Jane and Sally were at play
With Jane's birthday dolls one day.

They could make the new dolls talk,
But they could not make them walk.

The teacher may first retell an incident of a story in a simple riming couplet. She may then select another incident, write one line of a couplet, and encourage the children to supply the last line. This type of activity is useful for developing ability to express ideas. It is also valuable in developing ability to recognize riming words.

Rereading stories

Allow the children to plan the rereading of their favorite pet story and their favorite toy story.

Dramatize one of the favorite stories in this unit.

Vocabulary Test III

Give Vocabulary Test III (Work-Book, page 64). Instructions for administering the test and evaluating the results are given on pages 162-163 of this *Guidebook*.

family <i>animal</i> laughed	<i>bumps</i> jumps homes	pretty have <i>happy</i>	bow-wow <i>birthday</i> good-bye
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looks laughed <i>looked</i>	mother <i>ma-ma</i> away	<i>thank</i> father cluck	<i>soon</i> look sees
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you <i>toy</i> not	duck that <i>talk</i>	make <i>must</i> fast	<i>now</i> not ran
--------------------------	-----------------------------	-----------------------------	--------------------------

too not <i>out</i>	went now <i>new</i>	and <i>all</i> egg	do is <i>so</i>
--------------------------	---------------------------	--------------------------	-----------------------

<i>well</i> will ball	not <i>into</i> two	ride <i>like</i> look	duck dogs <i>doll</i>
-----------------------------	---------------------------	-----------------------------	-----------------------------

here <i>there</i> three	what this <i>that</i>	<i>came</i> come can	dog Spot <i>hop</i>
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Visual-Auditory Test II

Give Visual-Auditory Test II (Work-Book, page 65). Follow the procedure indicated for Vocabulary Test I, given on pages 162-163 of this *Guidebook*. Suggestions for evaluating the results are given on page 276 of this *Guidebook*.

<i>came</i> Jane come	want <i>wanted</i> wants	jump boat <i>bump</i>	duck pig dog
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<i>look</i> duck with	look looks <i>looked</i>	three <i>there</i> where	<i>hop</i> not hen
-----------------------------	--------------------------------	--------------------------------	--------------------------

what <i>that</i> this	<i>out</i> on not	ball <i>doll</i> dog	now mew <i>new</i>
-----------------------------	-------------------------	----------------------------	--------------------------

went <i>well</i> will	white will <i>with</i>	<i>now</i> cow not	<i>talk</i> look talks
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<i>went</i> want must	down <i>barn</i> farm	<i>run</i> ran fun	new <i>mew</i> me
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Unit IV—*Fun with Our Friends*

Content of the Unit

The introduction of new characters and new settings adds charm and variety to the stories in this last unit of *Fun with Dick and Jane*. The story settings extend to the neighborhood and school. The characters in these stories have fun playing with their friends, visiting a zoo, and going to school. Susan, Jack, Tom, and other new characters are introduced as Dick, Jane, and Sally play with their neighbors.

Development of Readiness for the Unit

Since the content of this unit embraces a significant area of child experience, discussions in which the pupils describe play experiences with their friends will promote readiness for the reading of the first few stories of the unit. However, two of the stories in the unit may require background ideas which are not provided by the immediate environment in some localities.

Before reading the story "A Ride with Mother," the teacher should encourage the children who are familiar with buses to describe their experiences in them. During the discussion, pictures of many kinds of buses can be shown. Particular attention should be directed toward the double-deck bus.

It is also important for any children who have visited a zoo to share their experiences with the rest of the group. If it is impractical or impossible to take the children to a zoo, stories, pictures, and discussions should be utilized to provide a background of ideas for the story "What Sally Saw."

Introducing the Unit

RD CARDS: 49, 154

BASE CARD: 66

Distribute the books and have the children turn to the table of contents. Call attention to the fact that the pupils have read stories about "Family Fun," "Fun at the Farm," and "Fun with Pets and Toys." Then say, "The stories in the last part of our book tell how Dick and Jane and Sally have fun with

their friends. Some of the good times they have are just like the ones you have with your friends. Let's find the title for these stories."

**Presenting
unit title**

Present the unit title *Fun with Our Friends*. Without further directions let the children find and read the new unit title.

Work-Book

Page 66 of the Work-Book may be used at this time.

Sally Finds Friends

(Pages 118-121)

NEW WORDS: *our** *friends** *Susan* *Jack* *boy* *girl*

WORD CARDS: 1, 4, 6, 19, 19a, 23, 32, 48, 48a, 52, 52a, 73, 75, 76, 90, 98, 101, 125, 130, 154

PHRASE CARDS: 12, 66

Preliminary Development

**Presenting
vocabulary**

Lead the children to discuss why they like their friends and why they like to play with them.

"One day some friends came to play with Dick and Jane. A boy came to play with Dick, a girl came to play with Jane. Present the two words. "Dick's friend was *Jack*. Jane's friend was *Susan*." Place the names opposite the nouns *boy* and *girl*.

"Jane said, *Susan is my friend*. Dick said, *Jack is my friend*. Jane might have said, *Jack and Susan are our friends*." Present the above lines and have them read.

**Checking the
presentation**

Clear the pocket chart or blackboard and present the following sentences for recognition: *A boy can play with Dick. A girl can play with Jane. The boys and girls can play.*

By substitution change the sentences to: *Jack came to play with Dick. Susan came to play with Jane.*

Reading from the Book

**Guided
reading**

"One day Dick, Jane, and Sally were in their yard playing. Soon a friend came to play with Jane. Someone came to play with Dick, too. But Sally didn't have a friend to play with. Do you want to know what she did? The title of our next story is..."

* These words were introduced in connection with the unit title but are re-presented here.

tells us. It is 'Sally Finds Friends.' " Have the story located in the book and the title read.

Page 118: "Which of these girls is Jane? Who is the little girl who has come to play with Jane? What did she bring with her? What do you suppose Susan said when she came to play? Read the first two lines to find out. Read what Jane said to Susan. Now who can read aloud the line that tells why Susan came? Find the part that tells what Jane wanted Susan to see. How many remember on what day Jane got her dolls? What word tells you? Where did Susan and Jane go?" Have the page read orally as a whole.

Page 119: "Who came to play with Dick? What did Jack bring? Read what Jack said when he came to play. Dick was glad that Jack brought his boat. Read the next line to see what Dick said to show that he was glad." Clarify the use of *good*. "Read the rest of the page to yourself." Check comprehension by asking, "What did Jack bring to play with? What toys will the boys play with? Where did the boys go to play?"

Pages 120-121: Guide the picture interpretation and the reading of pages 120 and 121 to bring out the humor of Sally's hunt for friends.

reading

Have the children read the page that tells about Jane and Susan; about Dick and Jack; about Sally finding her friends; about Sally coming home.

Related Practice

checking
association
meaning
form

To give practice in accurate recognition of new words and to check on accuracy of meaning association, place the following words in the pocket chart in a column: *our, friends, Jack, Susan, boy, girl*. Then say, "I'm going to use the first word in a sentence. My sentence is 'This is *our* classroom.'" Then direct the children to read each word in the column and use it in an oral sentence.

able
rd
lysis

To develop the ability to recognize the sound and form of the consonants *c* and *g* when occurring initially in words, place the following words on the blackboard, one column at a time. Underline the letter *c* in the word *came*.

came, cow, can, car, cat, come, cookie
get, go, yes, good, guess, you, good-bye

Have a child look at the word *came* and say it. Then have him look at the next word *cow* and say it. "Can you draw a

line under the part of the word *cow* that looks and sounds like the first letter in *came*?" Continue with other words beginning with *c*.

Then write the words beginning with *g*, underlining the letter *g* in the word *get*, and continue as above. Place the letters *b*, *p*, *s* or any other known initial consonants on the blackboard. Then pronounce a sight word that begins with one of these sounds and have a child point to the letter which represents the correct initial sound. Continue with other words in the child's oral vocabulary.

Work-Book Use pages 67 and 68.

Correlated Activities

Discussing experiences

During the language or story period talk about the experiences the children have had with younger brothers and sisters who wanted to play with their friends.

Who Can Find It?

(Pages 122-126)

NEW WORDS: *children under*

WORD CARDS: 4, 5, 6, 23, 26, 27, 42, 45, 64a, 65, 71, 74, 83, 96, 127, 131, 14

PHRASE CARDS: 9, 48, 79, 89, 97

Preliminary Development

Provide a thimble and let the children play "Hide the Thimble." Verbal clues can be given indicating that the thimble is on something or under something.

Presenting vocabulary

"In the next story we will read, all the children played the same game we have just played with a thimble. While they were playing, this is what they said." Present the following lines: *Who can find it? It is under something.* "After someone hid the thimble, this is what the rest of the children did." Present *The children looked here and there.*

Checking the presentation

Have the sentence *It is under something* reread. Change the sentence to *It is on something* and have it read.

Reading from the Book

Guided reading

Have the children find the story "Who Can Find It?" and read the title. "In this story Sally played a joke on all the children. I think you will enjoy reading about Sally's joke."

Page 122: "Can you tell by looking at the picture who is going to be the first to hide the thimble? Read the first two lines to find out what Jane said. Read what she told the children they must not do. Read the part that tells what the children promised."

Page 123: "Read the first two lines. Where do you think Jane hid the thimble?" Guide the reading of the rest of the page and ask the children to read orally the lines that tell that Jane didn't hide it in an easy place.

Page 124: "Read the first four lines to see what Jack said. Read the next three lines to see what hint Jane gave the children. Look at the picture. Where do you see the thimble? Is it on something or under something? Read what Sally said." Have the entire page read silently, then orally. "Whose turn is it to hide the thimble now?"

Page 125: Guide the silent reading by thought units. Then call on several pupils to summarize the page in their own words.

Page 126: "The first line tells where the children looked. Let's read it. Where do the next two lines say they looked?" Have the first three lines read as a unit. "Read to find which of Sally's friends wanted to give up hunting for the thimble." After the reading ask, "Why did Susan want to give up? Look at the picture. What joke did Sally play? Read the last three lines."

Rereading

Have the children read all of the pages that tell what happened when Jane hid the thimble; all of the part that tells what happened when Sally hid the thimble.

Related Practice

Clarifying meanings

To clarify and fix specific meaning associations with certain prepositions, proceed as follows: Place some object, such as a piece of chalk or a ball, on a table. Then say, "I am going to show you some words that tell you *where* a thing might be. As I show you the word, take this chalk (or ball) and put it where the word tells you to. I will do it first." Display the word *in*. Then place the chalk in the desk and say, "Now the chalk is *in* the desk." Encourage the children to think of different places to put the object to demonstrate the meaning of the word *in*. Each child should tell where he has put the object, so that he uses the word *in* in a sentence. Continue, using the words *on* and *under*.

**Using
context
clues**

To check the child's ability to use context clues as an aid in distinguishing words which are somewhat alike in form, place the word cards *chickens* and *children* on the chalk ledge. Place the following sentences in the pocket chart one at a time. Direct the pupils to find the correct word to complete each sentence and place it in the chart.

..... can talk.

..... are farm animals.

Hens are.....

Boys and girls are.....

**Simple
word
analysis**

To develop the ability to recognize the sound and appearance of each of the consonants *f* and *j* when occurring initially in words, place the following lists of words on the blackboard in columns. Use the procedures suggested on pages 299-300 of this *Guidebook*.

for, farm, talk, fact, did, father, find, home, four, fun, run.

Jack, Jane, came, pet, jump, get.

Work-Book

Use page 69.

Correlated Activities**Dramatic
play**

Arrange a corner of the school-room to represent the living-room of a home. This corner may be used as a setting for the dramatization of this story. Indoor games suggested by the pupils may also be played here.

Can You Guess?

(Pages 127-129)

NEW WORDS: *am* *tail* *Tom*

WORD CARDS: 1, 3, 23, 35, 58, 70, 87, 93, 117, 126, 137, 149, 158

PHRASE CARDS: 37, 38, 93

Preliminary Development**Presenting
vocabulary**

Place the riddle on page 303 in the pocket chart. Ask, "Have you ever made up riddles that begin 'Can you guess what I am?'" As this line is spoken, indicate it on the chart. Then say, "This riddle is about an animal with a tail." After giving this clue, say, "Can you read this riddle?" Allow the children to read the new words by means of context clues. Suggest that the children act out the riddle, and have them compose and pantomime similar riddles about other animals.

Can you guess what I am?
 I am not a dog.
 I have a tail.
 I say mew, mew.
 What am I?

"Dick, Jane, Sally, Susan, and Jack were playing this game called 'Can You Guess?' A new friend was playing with them. His name was *Tom*." Present this word.

Reading from the Book

Guided reading

"When we read the next story in our book, we shall see if the children played 'Can You Guess' the way we do." Have the pupils find the story through the use of the table of contents.

Page 127: "Doesn't Dick look funny in this picture? I wonder what animal he is pretending to be. Read what Dick said. Can you guess what animal he is pretending to be? Read the last three lines to see which one of the children guessed first. Do you think Jack guessed right?" Have the page read orally.

Page 128: "Look at the picture at the bottom of the page. What animal do you think Tom is pretending to be? Let's read the page to find the riddle he asks. What did the children do? Do you think they guessed right?"

Page 129: "Now it is Sally's turn to make up a riddle and act it out. Read what she said. Tom guessed Sally's riddle. Read what he guessed. Whose riddle was the hardest to guess? Why?"

Rereading

In rereading the story the children may combine dramatization with reading. As they read the riddles orally, they may pantomime the motions described in the story.

Related Practice

Recognition of word forms

To give practice on the rapid and accurate recognition of words in different sentence settings, write each of the following sentences on the blackboard, have it read, and quickly erase it: *What am I? Guess what I am. I have a tail. I am Tom. Animals have tails.*

Simple word analysis

To give practice in the recognition of the sound and appearance of the consonant *t* when occurring initially in words, consult the lesson on pages 299-300 of this *Guidebook*. Use the new words *Tom* and *tail* as a point of departure and give further practice in noting *t* when used initially in sight words.

Individual practice

For pupils who have difficulty in relating ideas or in answering thought questions, reproduce the following units and direct the children to underline the appropriate answer to the question asked in the last line of each unit.

I have a tail.

I can talk.

Am I a ball? Yes No

Am I a dog? Yes No

Work-Book

Use page 70.

Correlated Activities**Shadow plays**

Children will enjoy the old finger shadow plays, making shadows of their hands to represent rabbits, dogs, etc.

Guessing riddles

Read riddles to the children from the riddle book, *Which Am I?* by L. L. Dootson, and let them guess the answers.

The Funny House

(Pages 130-134)

NEW WORD: *was*

WORD CARDS: 32, 74, 125, 145.

PHRASE CARD: 49

Preliminary Development**Presenting vocabulary**

"One sunny day Dick, Jane, and Sally were playing in the back yard. Mother was in the house, but she heard someone say 'Hello.'" Present *It was Dick*. "Soon Mother saw someone come into the yard." Place the sentence *It was Susan* on the chart and have the children read it. "Susan had come to invite the children to her house to play."

Reading from the Book**Guided reading**

"When Dick, Jane, and Sally went over to Susan and Tom's house to play, there was a blanket hanging on a clothes-line in the back yard. When we read the story, we shall find out what the children did with the blanket. The name of our story is 'The Funny House.'" Have the children find the story.

Pages 130 and 131: "Look at the picture that goes across these two pages. What is Tom doing with the blanket? Don't you think that was a good idea Tom had? Who is coming into Susan and Tom's yard?" Guide the reading of the two pages.

Page 132: "What has happened?" Lead the children to guess that the clothes-line has broken. Have the entire page read silently, then orally. "Look at the picture again. What are those bumps under the blanket?" During the discussion clarify this usage of the word *bump*.

Page 133: "Tom and Susan's mother came out to call the children. What did she see when she came out in the yard? Do you think she knew what was under the blanket? Read what she said to herself. Read the rest of the page. What children came out from under the blanket? Which of the four big bumps was the last to come out? Who is still under the blanket? Is there a little bump or a big bump left?"

Page 134: "Which bump is Susan's mother looking at? Read what she said. Do you think she really knew who was under the blanket? Read the rest of the page to yourself." After the silent reading ask, "How did Sally feel about the funny house? Why did Sally say she didn't like the house? Look at the picture at the bottom of the page. Did you remember that Sally had Tim with her?" Call attention to the picture on page 131 to verify this point.

Rereading

To have the story reread, let the pupils assume the parts of the characters by reading what each said. Have one child read the narrative sentences which carry the action.

Related Practice

Fixing the
form and
meaning
of was

To develop an awareness of the "past time" meaning of the word *was*, place a ball on the table. Write the following sentence on the blackboard, and have it read: *A ball is here.*

Then remove the ball from the table, write the following sentence, and have it read: *A ball was here.*

Then ask the children to study the two sentences. Ask which one could have the word *now* on the end of it and still mean the same thing. If the children do not respond correctly, write the word *now* after each sentence and develop the idea that *is here means* "is here now," and that *was here means* it was here at one time but "is not here now."

Write the following sentences on the blackboard, directing the children to place the ball on the table or take it off to show what the sentence means.

Here is the ball.

The ball was here.

The ball is not here now.

**Substitution
of initial
consonants**

To develop the ability to see the relationship between one syllable known words which are alike except for initial consonants, list the following sight words in a column on the blackboard: *ball, big, baby, barn, birthday, boat, bump*.

FIRST STEP: Have the children pronounce these words. Then say, "What letter in each word is the same?" Ask them to draw a line under that letter.

SECOND STEP: Write the word *jump* on the blackboard. Then say, "Now I am going to change the first letter of the word *jump* and make a new word." Erase the *j* and substitute *b*. Have the word *bump* pronounced. Interchange these initial consonants several times, so that the pupils are aware of the substitution technic. Write the word *pig* on the blackboard and change it to *big*, using the technic suggested above.

**Individual
practice**

For children who have difficulty in recognizing words which are very similar in form, reproduce the following exercise. Have the pupils underline the two identical words in each line.

went, want, went
saw, saw, was
bump, jump, bump

run, ran, ran
here, here, where
was, saw, was

Work-Book

Use page 71.

A Ride with Mother

(Pages 135-139)

Preliminary Development

This story has no new words. However, if some of the children are not familiar with buses, needed concepts should be developed. Ask any children who have taken bus trips to tell about the kinds of buses they have ridden in. Show pictures of double-deck buses. Children should know what the inside of a double-deck bus looks like and where the stairs are. Note that *so* is used in this story to mean *also* or *likewise*.

Reading from the Book

**Guided
reading**

"One day Mother took the children and some of their friends for a bus ride. Let's find the story which is called 'A Ride with Mother.'" Have the children find the story and read the title.

Page 135: "Look at the picture. How many children are going for a ride? What is Mother getting ready to do? How is Tom helping Sally? Read what he said. Read the next part to yourself and see if you can tell what kind of ride Susan wants." Have the page read silently. Then ask the pupils to read the page aloud to show that Susan was in a hurry.

Page 136: "Are the children riding in the upper or lower part of the bus? Who are on the same seat with Sally? What are the children looking at? Read what Jack said to find out all the kinds of cars he saw." Have the page read silently, then orally. Encourage the children to read rhythmically.

Page 137: "Look at the picture. Mother is taking the children to see a place where all kinds of animals are kept. Do you know where she is taking them?" Some may say the park—others may guess the zoo. Guide the reading of the page. Then ask, "Do you see Sally in the picture? Where do you suppose she is going? Turn the page and perhaps we shall find out."

Page 138: "Look at the picture. Why is Jack pointing up the stairs in the bus? Read what he said. Read the rest of the page. Who went up to look for Sally? Read the part that tells you." Have the entire page reread orally.

Page 139: "There is Sally in the top part of the bus. What did Dick say when he saw Sally? Read what the rest of the children said. Read the next line to see how Sally felt. Read what she said. Why was she happy?"

rereading

This story makes use of many rhythmical phrase and sentence patterns, and should be reread orally for sheer pleasure.

After this rereading, turn to the first page of the story and say, "Which sentence on this page do you think best describes the picture at the top?" Pupils will probably decide on the second sentence, "Here we go for a ride." Continue with the next two pages of the story and, through informal discussion, lead the pupils to select the lines "Look at all the cars," (page 136) and "Out came the children," (page 137).

Related Practice

auditory
recognition
priming
words

Help the pupils to compose simple rimes to tell parts of the story, "A Ride with Mother." Initiate this activity by writing on the blackboard the line *Sally said, Look at me.* Ask the pupils to supply a line that will tell how Sally felt. They may suggest a line such as: "I'm as happy as I can be."

Substitution of initial consonants

To develop ability to see the relationship between one-syllable known words which are alike except for initial consonants, list the known sight words in which *s* occurs as an initial consonant, and use the procedures described in the preceding lesson plan (page 306 of this *Guidebook*.)

By substituting initial consonants, change the following words to the ones in parentheses.

no (so)
so (no)

no (go)
go (so)

cat	(sat)
sat	(cat)

After the last substitution, ask the children if they see or hear a little word in the word *cat*. When they respond *at*, write the word on the blackboard. Then say, "I am going to show you how we can make another word by adding a letter." Place the letter *s* in front of the word *at* and have the word *sat* read. Repeat the exercise, this time adding *c* to make the word *cat*. Continue with the word *all*, changing it to *ball*.

Individual practice

For children who have difficulty in distinguishing between words which are much alike in sound and form, give further practice in the use of meaning clues. Reproduce the following exercise and direct the children to underline the correct word

Mother said, "Here we are." Sally saw was not there.

This is ^{there}_{where} we get out. Dick said, "Look up ^{there}_{where}."

But where ^{it} is Baby Sally? And there ^{was} saw Sally.

Work-Book

Use page 72.

Correlated Activities

Collecting pictures

Have the children collect pictures of different types of buses—double-deck, single-deck, overland, streamlined, etc. Pupils may compose captions of one or two short sentences, such as "I have had a ride in this. This can go fast."

Creative play

Arrange the small chairs of the room to represent the seats of a bus. Encourage the children to think up new ways in which a child could have adventures in a bus and to dramatize them for the rest of the class.

Hearing
poems

Read to the children the poem "Stop—Go," by Dorothy Baruch, from *Sung under the Silver Umbrella*.

What Sally Saw

(Pages 140-146)

Preliminary Development

There are no new words in the story. The preliminary development should emphasize any important background which has not been developed in response to the suggestions made in the introduction to the unit. In order to understand Sally's mistakes and appreciate the humor of the story, the pupils must be able to recognize the pictures of the kangaroo, tiger, zebra, hippopotamus, and elephant. It will be helpful, therefore, for the teacher to show and discuss pictures of these animals. Encourage any children who have visited a zoo to tell about their experiences. If possible, take the children to visit a zoo.

Reading from the Book

Guided reading

"You remember that in the last story Mother took the children for a bus ride. They were going to the zoo. I wonder what the children will see at the zoo. The next story in your book tells what Sally saw." Have the children find the story and read the title.

Pages 140-141: "Look at the picture on these two pages. What animal do you see?"

Page 140: "Read what Jane said to see if she knows what animal this is. Read what Sally said to find out what she thinks this animal is. What do you suppose the kangaroo did that made Sally think it was a rabbit?"

Page 141: "What did Dick tell Sally? Sally was sure the animal was a rabbit. Read what she said. Isn't Sally funny? She doesn't even notice the kangaroo's big tail. Do you suppose she thinks any animal that can hop is a rabbit? What animal do you think the children will see next? Turn the page and we shall find out."

Page 142: "What animal is Sally pointing at? I wonder what animal she thinks the tiger looks like. Read the part that tells you." Guide the reading of the rest of the page and discuss why Sally thought the tiger was a cat. Bring out the fact that Sally did not know that cats do not grow that big.

Pages 143-146: Guide the reading of the rest of the story as suggested above.

Rereading

In rereading the story the children should be led to appreciate the rhythmical pattern of the verbal text. This whole story fairly sings. All of Sally's mistakes are made funnier by the little refrain that emphasizes the joke each time. This is a story that children will want to read and reread.

Related Practice

**Promoting
ability to
classify and
generalize**

Collect pictures of rabbits, cats, ponies, and pigs. Display a picture of a rabbit. Have the children compare it with the picture of the kangaroo on page 141 of this Primer and tell how the rabbit is different from the kangaroo. The children should observe the differences in size and general form, in size and shape of tail, in shape of head, length of legs, etc. This discussion should be informal, and each child should be encouraged to tell at least one difference that he sees. Then ask the children why Sally thought the kangaroo was a rabbit and discuss the ways in which the animals are alike, developing the idea that both animals hop, both have fur (instead of feathers or some other type of covering), etc.

Then arrange several pictures of rabbits under the caption "Rabbits." Direct the children to study all of the pictures and tell how all the rabbits are alike and how they are different. Continue using pictures of animals, comparing them first with those in the book and then with others of their own kind.

**Substitution
of initial
consonants**

To promote the ability to see the relationship between one-syllable known words which are alike except for initial consonants, list the known sight words in which *h* occurs as an initial consonant, and follow the procedures described in the lesson plan on page 306 of this *Guidebook*. By substituting the consonant *h*, change *we* to *he* and *me* to *he*. Use also the second auditory-perception exercise on pages 299-300.

Work-Book

Use pages 73 and 74.

Correlated Activities

**Extending
ideas**

During conversation periods make use of the pictures of zoo animals that the children have brought to school. Discuss the distinguishing characteristics of the animals, the tricks they can be taught to do, and how they are cared for in a zoo.

Fun at School

(Pages 147-151)

NEW WORD: *school*

WORD CARDS: 7, 49, 118, 132, 136, 148

Preliminary Development

Presenting
vocabulary

"At last summer was over, and it was time for Dick and Jane to do just what you do in the autumn. This is what they did." Place the sentence *They went to school* in the pocket chart and have it read. If the pupils do not infer the word *school* from context, tell them the word.

"The next story we are going to read tells about the fun the children had at school one day. The name of our story is *Fun at School*."

Reading from the Book

Guided
reading

Page 147: "Look at the picture. What is happening? Why do you think Sally is not going to school? Read what Dick said to Mother and Sally. Read to yourself to find out what Jane said. Which friends are Dick and Jane going to school with? Read aloud the two lines that tell about Tom and Susan."

Page 148: "Look at Sally. She seems ready to go some place. Where do you think she is going with that book under her arm? What makes you think that Sally got ready to go to school all by herself?" The children should be led to observe that Sally's sweater is not properly buttoned and that she has her mittens, even though it is not very cold weather. "Read to find out what Sally said to Spot. Read what Spot said. What line tells you that they both started for school?"

Page 149: "What is happening? I think Sally knew she should be quiet. Read what she whispered to Spot. Do you think the children heard Sally? Do you think Spot will be quiet? Read the next three lines to find out. When the children looked up, what did they see?" Have the entire page read orally to show how Sally talked to Spot and how Spot barked.

Page 150: "In what ways is this school-room like ours? Sally is talking to the children. Read to yourself to find out what she is telling them. What did Sally want to do at school? What did Jane say to Sally? Why did she tell Sally she must go home?" Have the entire page read orally.

Page 151: "Read what the children said to Sally. Read the line which tells that Sally was polite. What do you suppose she will do when she and Spot get home? Read the rest of the page to find out. Look at the picture. Do you think Sally and Spot can read that book?" Have the page read orally to develop greater appreciation of the characters' moods.

Rereading

The oral rereading of the story may have the effect of a dramatic presentation. Let different children assume the parts of the characters by reading what each says in the story. One child may read the accompanying narrative sentences.

Related Practice

At this time the teacher should evaluate each pupil's achievements and progress in the light of the chart of desirable aims and achievements for the Primer period, given on page 102 of this *Guidebook*. She should then plan the type of practice best fitted to her pupils' needs, using previous exercises as patterns.

Work-Book

Use pages 75 and 76.

Correlated Activities

Singing songs

Children will enjoy singing the following adaptation of the song "All Around the Mulberry Bush":

1. This in the way that Sally went, Sally went, Sally went,
This is the way that Sally went
To school one sunny morning.
2. Bow-wow is all that Spot could say, (Repeat)
On that sunny morning.
3. All the children laughed to see (Repeat)
Sally and Spot that morning.
4. Sally and Spot straight home must go, (Repeat)
On that sunny morning.

Pets at School

(Pages 152-157)

Preliminary Development

Discuss with the children the kinds of shows which have been presented at school. Lead the conversation to the topic of a pet show. Let the children describe pet shows they have attended, or plan the way they think a pet show could be conducted.

Reading from the Book

Guided reading

Pages 152 and 153: "Look at the picture on these two pages. What pets do you see? What are the children doing for the pets? Read the title of our story."

Page 152: "Read the first part of the page and find out what kind of pets came to school. Read the last part of the page to see if any of the pets we know were at school." Have this rhythmical page read orally in two separate thought units, the first one ending with "One little duck came, too."

Page 153: Guide the silent reading of the page, and then say, "See how quickly you can find the line on the page that tells what Little Quack said. Read the part that tells what Little Quack does not like. Now find and read what all the dogs said, what all the cats said, what all the hens said."

Page 154: "Look at the picture. Why is Dick bringing the pan of water? Read what he said. Something happened to Little Quack while Dick was out getting the water. Read what Jack said to find out what happened. What did Dick say they must do? Where do you think the duck is?"

Page 155: "What are Jack and Dick doing? Read what they said. Read the last part of the page. How many children looked? Where did they look? Read the part that tells you."

Page 156: "Which pet do you see in this picture? Read what Jack said. What did Jane do? Read what she said. Where is Little Quack in the picture at the bottom of the page? Why do you suppose Little Quack went to the black hen?"

Page 157: "Read what Tom said. Now tell why Little Quack went under the hen. Read to yourself the rest of the page to see what happened. Look at the picture at the bottom of the page. Now read aloud the part of the page that tells the same thing the picture does."

Rereading

"Let's read the part about the pets coming to school and what they said. Read all of the part that tells about Little Quack. Read the part about the children and pets going home."

Related Practice

See suggestions on page 312.

Work-Book

Use pages 77, 78, and 79. Pages 78 and 79 are tests. A copy of the tests is given on pages 314-315 of this *Guidebook*, and the directions for administering them are on pages 162-163.

Review of the Primer

Since the stories in this Primer provide a rich variety of material which the children should interpret clearly and retain more or less permanently, they are worth rereading. Discuss the principal characters in each favorite story and tell which parts were most enjoyed and why. Make a summary of things the children have learned which they did not know before reading the stories in this book.

At this time the standards of achievement of the Primer period (*Guidebook*, page 102) should be used to judge the quality of each pupil's reading. After completing the reading of the Primer, introduce *Our New Friends*, the Basic Book One.

Vocabulary Test IV

Give Vocabulary Test IV (Work-Book, page 78). Instructions for administering the test and evaluating the results are given on pages 162-163 of this *Guidebook*.

one our car	fast friends four	soon School Susan	Jump Jane Jack
-------------------	-------------------------	-------------------------	----------------------

dog boy toy	girl dogs tail	chicken children birthday	father under into
-------------------	----------------------	---------------------------------	-------------------------

am at ate	talk tail doll	Tim Tom Too	saw was fast
-----------------	----------------------	-------------------	--------------------

Soon Susan School	family farms friend	kitten chicken children	and under mother
-------------------------	---------------------------	-------------------------------	------------------------

our ate car	Tom Tim tail	thank Jack Jane	big egg boy
-------------------	--------------------	-----------------------	-------------------

Visual-Auditory Test III

Give Visual-Auditory Test III (Work-Book, page 79). Instructions for administering the test and evaluating the results are given on pages 275-276 of this *Guidebook*.

<i>fun</i> <i>run</i>	<i>guess</i> <i>yes</i>	<i>who</i> <i>too</i>	<i>no</i> <i>so</i>
--------------------------	----------------------------	--------------------------	------------------------

<i>yellow</i> <i>hello</i>	<i>do</i> <i>to</i>	<i>go</i> <i>oh</i>	<i>see</i> <i>three</i>
-------------------------------	------------------------	------------------------	----------------------------

<i>she</i> <i>he</i>	<i>get</i> <i>pet</i>	<i>at</i> <i>cat</i>	<i>say</i> <i>away</i>
-------------------------	--------------------------	-------------------------	---------------------------

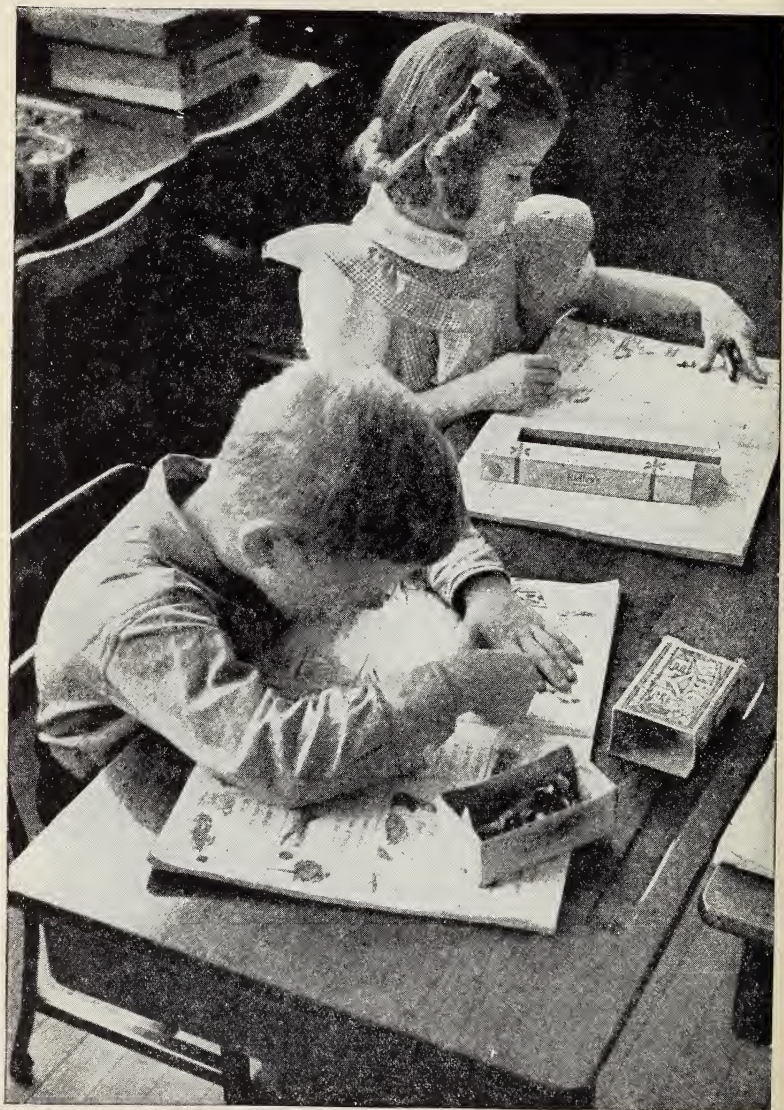
<i>two</i> <i>blue</i>	<i>we</i> <i>me</i>	<i>play</i> <i>they</i>	<i>sat</i> <i>that</i>
---------------------------	------------------------	----------------------------	---------------------------

<i>ran</i> <i>can</i>	<i>cluck</i> <i>duck</i>	<i>pig</i> <i>big</i>	<i>mew</i> <i>new</i>
--------------------------	-----------------------------	--------------------------	--------------------------

<i>black</i> <i>quack</i>	<i>toy</i> <i>boy</i>	<i>now</i> <i>cow</i>	<i>all</i> <i>ball</i>
------------------------------	--------------------------	--------------------------	---------------------------

<i>that</i> <i>cat</i>	<i>are</i> <i>car</i>	<i>Jack</i> <i>quack</i>	<i>me</i> <i>he</i>
---------------------------	--------------------------	-----------------------------	------------------------

<i>bump</i> <i>jump</i>	<i>where</i> <i>there</i>	<i>the</i> <i>she</i>	<i>Spot</i> <i>not</i>
----------------------------	------------------------------	--------------------------	---------------------------



Our New Friends

Significant Features of Our New Friends

Content

Our New Friends presents both realistic and fanciful stories. The realistic stories centre about fun with friends at home and at school, with work activities, and with animal friends and toys. Fanciful stories and folk tales reach out into the realm of "make-believe." These stories stimulate the imagination, deepen appreciation, and extend the child's interest and pleasure in reading.

Organization

The stories are organized in five groups according to the dominant theme involved. These groups are: "New Friends," "Our Friends at Work," "Our Animal Friends," "Our Friends at Play," and "Story Book Friends."

Elements of style

The style of *Our New Friends* parallels the content in that it develops gradually a greater maturity and complexity. There are longer sentences, more descriptive narrative, fewer repetitional refrains, and more building up of suspense and surprise. Nevertheless, the rhythmical aspect of language still plays an important part.

The relation of style to oral reading is widely recognized. The style of the sentences in this book almost compels correct reading aloud. Notice, for example, on page 160, the lines

Little Bunny White Tail
was going home to dinner.



If the child recognizes the words and their meaning, he will read with the proper inflections. Sentences are divided, and words are grouped according to the natural patterns of speech.

"Fun in the New House" illustrates several interesting phases of style. The story starts in a matter-of-fact way: it is a rainy day, and the children want to go to see their new

friends. Then suddenly the mood changes. The children begin to have some fun, and the change in style reflects this mood. Then the descriptive narrative and the matter-of-fact conversation are resumed until the children start making cookies. Again, the playful mood within this factual story is perfectly suggested by the following:



Cookie horses and cows.
Cookie dogs and cats.
Cookie rabbits and chickens.
And little cookie ducks.

A very different suggestion of mood is the charming first page of "Dark Pony," where mystery, movement, the sense of something strange are suggested by the words and tempo.

The foregoing examples are sufficient to illustrate the care with which these stories have been adapted in order to give the child experience with the musical quality of language, to show the power of words to heighten mood, and to suggest movement and tempo. The style of these stories compels oral reading that is natural and vigorous, because those qualities characterize the material to be read.

Orderly Use of Our New Friends

As a rule, pupils should begin reading the first unit of *Our New Friends* upon the completion of *Fun with Dick and Jane*, and should read each succeeding unit in turn. All of the basic vocabulary introduced up to this point is repeated in the early part of *Our New Friends*. Delay in introducing *Our New Friends* may result in loss of power in the recognition of words previously learned. In succeeding units of the book there is advantageously spaced repetition of both old and new words. The reading of supplementary material of Primer difficulty should parallel rather than precede the use of *Our New Friends*. Specific provision for independent reading of a variety of selections from books of Pre-Primer and Primer difficulty is made through the Bibliography of Selections for Independent Reading provided on pages 436-441 of this *Guidebook*. These selections correlate in content and vocabulary with stories in *Our New Friends*.

Unit I—New Friends

Content of the Unit

The stories in the first unit of *Our New Friends* move on from the episodes of *Fun with Dick and Jane* to a widening circle of experiences with friends in the neighborhood and at school. New characters are introduced as Dick, Jane, and Sally get acquainted with other children who move into their neighborhood and join the group of playmates introduced in the closing unit of *Fun with Dick and Jane*.

The theme of friendliness and wholesome human relationships is dominant throughout the stories. The settings are so familiar and the experiences so real that children will readily identify themselves with the story-characters and share their surprises, perplexities, and pleasures.

Preparation for Reading the Unit

A natural and interesting transition to the first group of stories in *Our New Friends* was provided by the stories in the last unit of *Fun with Dick and Jane*.

Further preparation for reading the first stories in *Our New Friends* may be provided through discussions about experiences of pupils in their own neighborhood. Children may be encouraged to describe "moving days" and to tell how they became acquainted with new children who moved into their neighborhood or how they made friends after moving to a new place.

Introducing the Book

*Arousing
interest
in the book*

When interest in the theme "New Friends" is at its height, show the book *Our New Friends* to the pupils and say, "In our last book Dick and Jane had fun with some of the children who came to play with them. We called these children friends of Dick and Jane. Can you remember their names?" Write *Tom*, *Susan*, and *Jack* on the blackboard as the pupils name them. Recall some of the stories from the unit "Fun with Our Friends" in *Fun with Dick and Jane*.

"In our new book we shall read about some more friends that Dick and Jane have." Hold the book so that the pupils can see the title. After they have read the title, write *Our New Friends* on the blackboard. Direct attention to the picture and say, "Here is Dick with one of the new friends we shall read about."

**Directing
proper use
of the book**

After distributing *Our New Friends* to the children, encourage comment about the cover. Discuss the proper care and use of the book. Have one child demonstrate how to turn a page carefully from the upper right-hand corner.

**Presenting
title page**

Have the children find the title page and read the title. Call attention to the picture. Ask the pupils to suggest some things that Dick and Jane and their new friends could do together to have fun.

**Explaining
table of
contents**

Turn to pages 2 and 3 and say, "These two pages are called the table of contents. On these pages we shall find the names of the stories in our new book." Direct attention to the pictures of Dick, Jane, and Sally at the top of the page and explain that the word under the picture says "Stories." "The first part of our book has stories about 'New Friends.'" Have the children find the first unit title. Then have them locate and read the next three unit titles.

Have the pupils read the title of the first story. Call attention to the number at the right which indicates the page on which the story begins.

**Presenting
the unit
title page**

"Just as in *Fun with Dick and Jane*, we have a colored page to show us where each group of stories begins." Have the children find the first colored page and read the unit title.

The New Family

(Pages 6-11)

NEW WORDS: *lives maybe day shall Peter Ellen*

Preliminary Development

**Presenting
vocabulary
in context**

"There is a new house next door to Dick and Jane's house. One day Dick and Jane were watching some men paint the new house. Jane said, *No one lives there*. Have the pupils read the sentence silently and orally and point out the word *lives*.

NOTE: Sentences, phrases, or words which are italicized in the Preliminary Development should be written on the blackboard as they are spoken by the teacher and then read silently and orally by the pupils. After the sentence is read, the pupils should be asked to identify the new word it presents.

If a direction such as *Write the line and have it read* is given, this indicates that the line is not to be spoken by the teacher, but is to be read independently by the pupils.

"Dick said, *Maybe a big family will live in it. Maybe I shall have boys to play with.* Dick and Jane were anxious to know who was going to live in the new house. And then *one day a family came.* The first story will tell us whether it was a big family.

NOTE: The words *Peter* and *Ellen* will be presented during the guided reading.

Checking the
presentation

To check on recognition of the words presented, have various pupils go to the blackboard and identify the words called for. "Find the word which tells that Dick was not sure a big family would live in the new house. Read the two lines that tell something about the new house." Have children find and frame the words *live* and *lives*.

Reading from the Book

Have the children find and read the title of the first story. "Let's read this story to find out what kind of family will come to live in the new house."

Guided
reading

Pages 6 and 7: "How does the picture tell us that the house next door to Dick and Jane's house is new?"

Page 6: "Dick and Jane are talking to each other about the new house. Read the first page to yourself and tell what Jane said." Have the last line read orally.

NOTE: Pupils should form the habit of reading silently before reading orally. In the first reading the pupils must be guided so that they are reading to find out something, not merely to see if they "know all of the words."

Each child should be responsible for making known any difficulties encountered while reading silently.

Page 7: "Read the first two lines and tell how Dick answered Jane's question. Now we will find out what Jane thinks. Read the next three lines to yourself." Then say, "Read aloud the line that tells whom Jane wants to play with." Ask the pupils to finish reading the page to find out if Dick wanted girls to live in the new house.

Pages 8 and 9: "What does this picture show us? We can't see Dick and Jane in this picture, but I think they are watching the new family move in. What do you see that makes you think there will be girls in the family? That there will be boys?"

Page 8: "Read what Jane said to find out if she saw what we see. Read what Dick said to find out what he saw."

Page 9: "Read the first two lines on this page to yourself and then show me the part of the picture they tell about. What does the next line tell you? Read the rest of the page and tell what Jane and Dick said when they saw this car come."

"Dick asked a question in the last two lines." Have the question read aloud. "What do you think the answer to Dick's question is? Let's turn the page to find out."

NOTE: It may seem advisable to divide this story for use during two reading periods. If so, the first four pages should be read as a unit. Page 1 of the Work-Book may be used at any time after page 7 has been read.

Page 10: "What has happened now? The first line tells something about the car. Read this line. Read the rest of the page to yourself to find out who came in the black car."

Page 11: Tell pupils that the two new children are *Peter* and *Ellen*. Write the two names on the blackboard as they are spoken. "Read the first three lines to find out what Dick and Jane did when they saw the boy and girl. Read the next two lines to find out how Dick and Jane learned the names of the new children."

"Look at the picture at the bottom of this page. How are Dick and Jane helping Peter and Ellen? What is Spot doing? Read the rest of the page to find out why he is barking. Have you ever had a new family move in next door to you? Were you excited? Did you hurry over to introduce yourself?"

Rereading

Pupils may be encouraged to read in a conversational style by such comments as: "Read the way you think Jane talked. How do you think Dick felt when he said that? Can you say it to show us he felt that way?"

This story may be reread in the following units: the part that tells what Dick and Jane said while they watched the men finish the new house (pages 6 and 7); what they said when the moving van came (page 8); the part in which Dick and Jane are disappointed (page 9); the most exciting part (page 10); what happened after they saw the new boy and girl (page 11).

**Applying
ideas gained
from reading**

Informal conversations, motivated by such questions as the following, will aid pupils in recalling and using ideas gained from this story:

"When you meet new friends, what is the first thing you would like to know about them? What was the first thing Dick and Jane told their new neighbors? Was the next thing they said a good way to make friends? If a boy or girl moves into your neighborhood, how can you be friendly to him? If a boy or girl you don't know comes to our school, how can you show that you are friendly?"

Related Practice**Answering
thought
questions**

To give practice in comprehending thought questions and recalling story facts, write the following questions on the board. Have the children read each question silently and answer it.

Who came to live in the new house one day?

Who is the girl who will live in the new house?

Who looks like Ellen?

Who said, "Maybe the family will have boys"?

Who will play with the doll house?

Who will play with Peter?

**Phonetic
analysis**

To develop an awareness of the sound and appearance of the letter *l* in both initial and final positions, use the sentences above and proceed as follows:

1. Write the word *look* on the board and say, "This word begins with the letter *l*. Do you see any other words on the blackboard that begin with the letter *l*?" As the children find the words *live*, *looks*, and *like*, write them on the board in a column. Ask the children to pronounce each word and indicate the letter *l* at the beginning of the word.*

2. "I see two words in the second line that have the letter *l* at the end of the word. Who can find these two words? There is another word on the board that ends with this letter. Can you find it?" List *doll*, *girl*, *will*. Have the children pronounce each word and indicate the letter *l* at the end of the word. Explain that two *l*'s sound the same as one.

3. Pronounce the following list of words and ask the children to tell whether they hear an *l* at the beginning or the end of the word: *live*, *fell*, *well*, *look*, *laugh*, *like*, *tell*, *will*, *let*, *ball*.

* If children evidence difficulty in producing the sound of *l* in words, refer to the *Speech Improvement Cards* and accompanying manual. (See page 131 of this *Guidebook*.)

Individual practice

If some pupils need additional practice in answering thought questions, mimeograph an exercise such as the following for pupils to use independently at their seats. Have the pupils encircle the correct answer to each question.

Can Ellen live in a doll house?	Yes	No
Can a toy horse eat?	Yes	No
Can Peter play with a toy horse?	Yes	No
Can Jane play with dolls?	Yes	No

Work-Book

Use pages 1 and 2 of the Work-Book at this time. For an explanation of procedures for the use of the Work-Book, see pages 123-124 of this *Guidebook*. For directions for introducing page 1, see the page itself and the Teacher's Notes on the inside cover of the Work-Book.

Correlated Activities**Dramatic play**

Encourage the children to engage in dramatic play in which they pretend that a new family has come to live next door to the classroom play house. Two or three pupils may pretend to be new friends, and other children may take turns introducing themselves and making the newcomers feel at home.

Independent reading

Refer to the Bibliography, page 436 of this *Guidebook*, for suggestions for material from other books related in content and vocabulary to the story "The New Family."

NOTE: After each selection listed in the Bibliography, words which have not been developed in the Basic Reader are indicated. The teacher may prepare pupils for independent reading of a selection by presenting the new words in advance.

Who Will Ride?

(Pages 12-16)

NEW WORDS: wagon let put her us walk

Preliminary Development**Presenting vocabulary in context**

"In a picture in our last story we saw men unloading some toys that belonged to Peter and Ellen."

Ask the children to name the toys. When *wagon* is named, write it on the board. "How many of you have a wagon to play with? Tell us how you play with your wagon."

"Peter liked to play with his wagon, too. This is one thing he often did." *He put something into the wagon.* Have the

word *put* framed. "Sometimes Ellen wanted to ride. Then Peter did this." *He let Ellen ride.* Erase the word *Ellen*, substitute the word *her*, and say, "We can use the word *her* in this sentence instead of 'Ellen.'"

"Sometimes Ellen did this." Write *She let her dolls ride* and have the line read. Ask a pupil to frame the word "her." "Sometimes Peter rode with Ellen in the wagon. Then he would say, *See us go. See us go fast.* But sometimes Peter said, 'Ellen likes to ride alone. *I will walk.*'"

**Checking the
presentation**

Check the recognition of phrases and words by questions which give meaning clues, such as: "Read the lines that tell what Peter sometimes did. Read the lines that tell what Peter said when he and Ellen rode in the wagon. What word means Peter and Ellen in these lines?"

Reading from the Book

**Guided
reading**

After the children find the story and read the title, say, "Peter wants someone to ride with him. Who do you think will ride? As we read the story, let's see if anyone guessed right."

Page 12: "What two people are in this picture? Find their names in the first line. What toy is in the picture? Find the name of the toy in the second line.

"Read the first three lines to yourself to find out what Peter is telling Grandmother. Read the next two lines to find out if Grandmother will ride. Read the last part of the page to find out if Peter will ask anyone else to ride."

Page 13: "What is Ellen doing? Read what Peter said to her. Read the rest of the page to yourself to find out what Ellen said to Peter." Have some pupil read orally what Peter said; the one line which tells why Ellen couldn't ride; the two lines in which Ellen tells Peter to get someone else to ride.

NOTE: If this story is divided for use during two reading periods, pages 12 and 13 should be read as a unit.

Page 14: "Read the first line to see if Peter did what Ellen told him to. Look at the picture and tell what Jane is doing. Read what Peter said when he found Jane. Read aloud the line that makes you think Peter was planning to ride in the wagon with Jane. What word tells you that Peter was going to ride."

Page 15: "It looks as if Dick is too busy to ride. I think we shall have to read this page to find out what he is doing." Ask a pupil to read aloud the line that tells what Dick is doing.

Page 16: "Wouldn't you like to read this page to yourself and tell what Sally did?"

NOTE: If the children have difficulty in grasping the content of a whole page at a time, they should read shorter units. The teacher should gradually increase the length as reading efficiency is developed.

After the silent reading and discussion ask pupils to read aloud what Sally said to Peter. "What word makes you know that Sally thought Peter would ride in the wagon, too? Read the lines telling what toys Sally put into the wagon. Read what Peter said when he saw what Sally had done. Read what Sally said when she knew she couldn't ride. Do you think she was disappointed? What does the last line tell us?"

**Discussing
characters**

Through reading several stories in which the same characters engage in various activities, children will come to feel that these story characters are real people, and will be able to predict how a certain person will react to a given situation. To promote this type of interpretation, ask the children if they can think of any reasons why they would like to have Peter for a playmate. During the conversation bring out the ideas that Peter was anxious to share his toy; he didn't tease when the other children were too busy to play with him; and he let Sally have her own way about the toys.

Rereading

As a preparation for fluent oral reading, have the children study each page silently in response to directions similar to those in the rereading section of the preceding lesson plan. Then have the story read aloud.

NOTE: The expression which a child puts into his oral reading is one indication of his understanding. The teacher should be alert to detect a wrong emphasis or inflection and check the child's grasp of content by thought questions.

During an informal conversation pupils may decide what they liked about the way certain children read. From such discussions the group may begin to develop their own standards for oral reading. For example:

He reads the way people talk.

He reads so that we can hear everything he says.

Related Practice

**Using
context
clues**

To give practice in combining context clues and study of word forms in identifying the appropriate sight word to complete the meaning of a sentence, write the following sentences and words on the blackboard:

Peter said, "I have a red _____. wagon wanted
 I will _____ you ride with me." get let
 Sally said, "My toys can ride with _____." us up
 She put _____ toys into the wagon. she her
 Now Sally and Peter will have to _____. went walk

Direct the children to select the proper word to complete each sentence. Write the word in the blank space and have the line read. If the wrong word is selected, lead the children to recognize the unsuitability of its meaning.

*Phonetic
analysis*

To develop the ability to recognize the similarity in sound and appearance of words which are alike except for initial consonants and to strengthen the recognition of the sound and appearance of the initial consonants *g*, *p*, *l*, proceed as follows:

Write the following sentences on the blackboard and have them read:

Come and get into the wagon
 I will let you ride

Then say, "There are two words in these sentences that look and sound very much alike. Who can tell what they are?" When the children have decided that *get* and *let* are the words, write the letters *g*, *l*, and *p* on the blackboard. Pronounce the word *get* and have a child point to the letter which represents the correct initial sound. Then write the word *get*.

NOTE: Avoid having the children pronounce the phonetic elements separately. Blending is done mentally, not vocally. Words should be pronounced as wholes in order that the appropriate sound and the natural blend of the elements will be produced clearly but not distorted.

Pronounce the word *let*, and when the children have located the correct beginning letter, erase the letter *g* in the word *get* and substitute *l*. Continue with the word *pet*. Interchange the initial consonants *g*, *p*, *l* again, having the children pronounce the word each time.

NOTE: Exercises such as the one above serve as an informal review of initial-consonant sounds, and also direct attention to the endings of words. Substitution of initial consonants in words with analogous endings provides informal visual-auditory training in the vowel sounds and in blending the vowel with the final consonant. However, no attempt is made to have the pupils memorize the word endings as phonograms.

*Individual
practice*

If some children need additional practice in noting the sound and appearance of initial consonants in words, reproduce the

following lists of words. Direct the children to underline the first letter in each word that looks and sounds like the letter at the top of the column.

<i>t</i>	<i>p</i>	<i>n</i>	<i>s</i>	<i>l</i>
tail	put	now	soon	lives
talk	quack	said	came	take
look	good	must	say	little
toy	pig	not	saw	met
lives	pony	new	was	let

Work-Book

Use pages 3 and 4.

Correlated Activities

Playing a game

To promote retention of story facts and appreciation of the humorous elements of the story, the following game may be played. One child pretends that he is Peter. He asks another child in the class, "Will you ride in my wagon?" Each child he asks pretends to be someone in the story and says what that character would say. Then the child who is "Peter" must guess who the other child is pretending to be. For example, if someone says, "I am too big. I can not ride in your wagon," Peter should say, "You are Grandmother." If he does not guess correctly, the child he is addressing continues the questioning.

Recalling other stories

This story may remind the children of other stories they have read. Stories they may mention are "See Baby Go," from *We Look and See*, and "Puff Wants to Play," from *Fun with Dick and Jane*. During the language period or story hour the teacher should show the pictures from one of these stories in sequence and have the children give in story form their own interpretation of the pictures.

Independent reading

Selections for independent reading are suggested in the Bibliography on page 436 of this *Guidebook*. One or more copies of books containing such selections may be placed on the library table for independent reading while the teacher is working with other groups.

Book marks should be used to indicate the selections to be read. If several copies of a book are available, each member of a reading group may be supplied with a copy for supplementary reading.

Hearing stories

The teacher may read aloud *P-Penny and His Little Red Cart*, by Amy Wentworth Stone, and the story "Sally's Letter," from *Sally Does It*, by Dorothy W. Baruch and Elizabeth R. Montgomery.

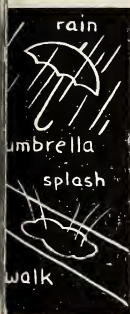
Fun in the New House

(Pages 17-21)

NEW WORDS: rain umbrella splash time

Preliminary Development

Presenting
vocabulary
in context



"When you want to make a picture that shows *rain*, how do you do it?" After several children have made simple illustrations on the board, select the one which gives the best effect of rain. If no one uses slanting lines, show rain falling that way.

Then ask several pupils to draw something that we carry in the rain. Write the word *umbrella* under two or three of the drawings. Make slanting lines over the illustrations of the umbrellas and write *rain* on the board as a label for the picture.

"What happens when you step in a puddle of water on the walk?" The answer *We splash* should be written on the blackboard. Draw lines representing a sidewalk and write the word *walk*. Have someone make a drawing on the board to show a puddle on the walk, with lines near it to represent a splash. Write the word *splash* as a label.

"When it is *time* to go home on a rainy day, this is what we do." Write *We put up our umbrellas* and have it read.

"Our next story tells about some fun that Dick and Jane had on a rainy day. This is what they did." Write *They went to see Peter and Ellen* and have the line read. "They had so much fun that the afternoon seemed short, but soon it was *this time*." Write *time to go home* and have the line read.

NOTE: Frequently, familiar words are presented in the Preliminary Development to introduce new meanings. For example, new meanings for *walk* (a sidewalk), *up* and *put* (put up an umbrella), and *see* (visit) are presented in this Development.

Reading from the Book

"Now we are going to read a story called 'Fun in the New House.' Let's read to see what the children did at Peter and Ellen's house." Have the pupils locate the story.

Guided
reading

Page 17: "How does the picture tell you that it is a rainy day? What does the first line tell you? Some children don't like rainy days, but Dick and Jane look happy. Read what Dick said to find out what they want to do. Do you think Mother will let them go out in the rain? Read to find out."

Check comprehension by having pupils read orally in response to directions such as: "Read the line that tells about the weather. Read the lines that tell what Dick said about Peter and Ellen. Read two lines which show that Dick was polite."

Page 18: "How did Dick and Jane dress for the rainy day? They look happier than ever. Read the first three lines to find out why." When these three lines have been read silently and orally, say, "Jane is pretending something as she walks along. Read the rest of the page to find out what she is pretending."

Page 19: "Read the first two lines to find out why Peter is at the door. Peter has a surprise for Dick and Jane. To find out what it is, we'll read what he said."

Page 20: "Look at the picture and then see if the first two lines tell the same thing that the picture does. Read the part that tells you what kinds of cookies Mother let the children make. Read the rest of the page and tell what the children did after the cookies were baked."

Page 21: "Wouldn't you like to read this page to yourself to find out what happened next?" Then ask, "Wasn't that a good joke on Dick? Who can tell me what the joke was? Why didn't the children in the story know that it had stopped raining?"

**Extending
interpretation**

"Tell why you think 'Fun in the New House' is a good name for this story. Now listen to this little poem:

Rain, rain go away.
Come again some other day.
Little children want to play.

"Do you think the children in the poem are different from the children in our story? In what way?"

Rereading

Attention should be directed to the plot sequence and to the recognition of the central idea of a given passage during the rereading of this story. Write the following on the board:

Dick and Jane have fun in the rain.
Dick and Jane want to go to see Peter and Ellen.
Peter is happy to see Dick and Jane.

Ask the children to read page 17 to themselves, and then see if they can find the sentence on the board which tells about what they read. When the children decide that it is the second sentence, place the number 1 in front of this sentence. Then ask them to read page 18 and find the sentence that tells what hap-

pened. Continue with page 19, numbering each sentence to indicate the appropriate order.

Write the following sentences and continue with each of the separate thought units on pages 20 and 21.

The children ate the cookies.

The children said, "Good-bye."

Mother let the children make cookies.

Dick put up the umbrella, but there was no rain.

As the children decide on the correct sentences, number them in order. After the completed rereading of the story, have the children read aloud in proper order the summary sentences.

Related Practice

Phrase recognition

To give practice in rapid phrase recognition and in phrase grouping in oral reading, write on the board the phrase *in the rain* and have it read. Then write the words *Away they went* in front of the phrase and have the sentence read. Continue with the italicized phrases in the following sentences, having each phrase read first as a unit and then in the sentence:

They went to *the white house*.

Dick put up *the big black umbrella*.

Away they went *with a splash*.

It was *time to go home*.

Phonetic analysis

To promote the ability to recognize the similarity in sound and appearance of words which are alike except for the initial consonant and to review the sound and appearance of the letter *n*, proceed as follows:

1. Write the words *new*, *no*, *not*, *now* on the blackboard and lead the children to observe that all of these words begin with the letter *n*. Then say, "Can you hear the sound of this letter?" Pronounce each word and have pupils indicate the letter *n*.

2. Write the following words on the blackboard: *go*, *so*, *mew*, *cow*. Then say, "I am going to show you how we can make other words by changing one letter." Change *go* to *no*, *so* to *no*, *mew* to *new*, and *cow* to *now*, having the children pronounce each word.

3. Write the word *came* and say, "Now I am going to show you a new word, but I think you will know what it is, because it is just like *came* except at the beginning." Change *came* to *name* and have the new word pronounced. Write the sentence *Sally said, "My name is Sally"* on the board and have it read.

4. To give practice in hearing the sound of the letter *n* in either the initial or final position in a word, pronounce each of the following words. Ask the children to tell whether they hear the *n* at the beginning or end of the word: *new, can, now, fun, in, no, name, on, not.*

Work-Book Use page 5.

Correlated Activities

**Reproducing
the story
in song**

The children may pantomime parts of the story while singing the following song to the tune of "Around the Mulberry Bush."

1. This is the way that Dick and Jane, Dick and Jane, Dick and Jane,
This is the way that Dick and Jane
Walked on a rainy day.
2. Here are the cookies that they made, etc. On a rainy day.
3. Peter and Ellen made some, too, etc. On a rainy day.
4. Then it was time to say good-bye, etc. On a rainy day.
5. But the sun had played a joke, etc. And made a sunny day.

**Independent
reading**

From their related reading the pupils may gain suggestions for other things it is fun to do on a rainy day. See the Bibliography on page 436 of this *Guidebook*.

The First Day at School

(Pages 22-24)

NEW WORDS: *first going name your*

Preliminary Development

**Presenting
vocabulary
in context**

"Our story today is about Peter and Ellen and their *first day at school*. This is what Ellen told the children she met at school." Write *her name* and have the pupils read it.

NOTE: If children have any difficulty with the word *name*, remind them that it begins like *no* and ends like *came*.

"This is what one girl asked Ellen." Present the question *What is your name?* "Ellen answered her this way." Write the sentence *My name is Ellen* and have it read.

NOTE: The word "going" will be presented in the guided reading.

Checking the presentation

Write the following on the blackboard: *time to play, the first day, at school, what is your name, new friends.* Ask the children to frame and read the answer to each of these questions: Where are you now? Whom do you meet when you come to school? What do new friends ask you when you first meet them? When recess comes, what is it time to do? What do we call the day on which school begins?

Reading from the Book**Guided reading**

"Let's find the story about 'The First Day at School' and see what happened to Ellen. She made a funny mistake because she was new in school."

Page 22: Have the pupils find and read the title. "This picture shows some of the things that the children did on the first day at school. If you read the first two lines, you will find out how Peter and Ellen felt. Read the rest of the page to yourselves to find out why Ellen is happy." Ask one or two children to read the page orally to show how they think Ellen talked.

Page 23: "Look at this picture. What are all the children except Ellen doing?" Elicit *going out* and write it on the blackboard. Ask some pupil to find the little word "go" in "going." "Let's read this page to find out what Ellen thought when she saw the other children going out." After the silent reading, ask, "What word tells us that Ellen was not sure it was time to go home? Read the two lines that tell us what Ellen did."

Page 24: "Where is Ellen going? Are any of the other children going the same way?" Guide the reading of the page.

Rereading

Since the story is short, the children should be encouraged to read it aloud for enjoyment.

Applying ideas gained in reading

"If someone asked you the question 'What is your name?' how would you answer?" Have the children look back to see how Ellen replied to the same question. Stress the need for giving the full name in certain situations, such as at school and if one gets lost.

Related Practice**Recognizing phrases**

To give practice in rapid phrase recognition and in proper phrase grouping in oral reading, follow the procedure given in the preceding lesson plan on pages 331-332 of this *Guidebook*. Use the phrases *your name, first name, going down the walk, the first day, time to go home, laughed Susan*. Write the words

What is before the first phrase in order to complete the sentence. Continue adding words to each phrase so as to make a complete sentence, and have each sentence read.

**Phonetic
analysis**

To promote the ability to recognize and relate the sound and appearance of the consonant *r* when occurring initially in words, write the following list of words on the blackboard in a column, underscoring the first word, *rain*:

rain, rabbit, fun, run, ride, came, red, ran.

Have a child look at the word *rain* and say it.* Have the second word (*rabbit*) pronounced. Then say, "The two words begin with the letter *r*. Can you hear the sound of the letter *r* as I say 'rabbit' and 'rain'?" Have a pupil pronounce each of the words and underline it if it begins with the letter *r*.

Then write the sentence: *Dick likes his pet r . . .* Ask the children to read the sentence silently and guess what the last word should be (*rabbit*). Change the letter *r* to *d* and repeat. Continue with the letter *k*.

Work-Book

Use page 6.

A Play House at School

(Pages 25-27)

NEW WORDS: *know take*

Preliminary Development

**Presenting
vocabulary
in context**

"In our next story, we shall read about some of Dick and Jane's old friends. What boys and girls did Dick and Jane know before they met Peter and Ellen?" As children recall Jack, Tom, and Susan, write the names on the blackboard.

"Did you ever *take* some blocks and *make* a play house?" Compare the words *make* and *take*. "What other kind of play house do you *know* about?"

"We are going to read a story today about some of the children we know who wanted to make a play house at school.

"There were many things about school that Ellen *did not know*, so she made some mistakes. In our story today *she takes something* that surprises the other children. Let's read the story to find out what she did."

*If children evidence difficulty in producing the sound of *r* in the initial position, refer to the *Speech Cards* and accompanying manual. (See page 131 of this *Guidebook*.)

Reading from the Book

Have the children locate the story "A Play House at School" by using the table of contents. Have the title read.

Guided reading

Page 25: "Look at the page and see if you can find the names of the boys in the picture." After the children have found and pronounced "Tom" and "Peter," say, "Read the page to find out what Tom, Peter, and the two little girls wanted to do." After the silent reading ask the pupils to read aloud the lines that tell what Tom wanted to make; the two lines that tell why Peter wanted a big play house; the two lines telling what the other children thought of this.

Page 26: Lead pupils to observe that the play house is finished and that the children are putting their toys inside. They should also note that Ellen is playing all by herself behind the play house. Guide the reading of the first three lines.

NOTE: These lines are all narrative and contain inverted sentence forms. They may require careful attention and line-by-line reading.

"Read what Tom said when he went into the play house. Read what Peter said to find out what he thought they should do first. Read the rest of the page to yourself and tell what the children did next."

Page 27: "How did the children look when they found Ellen?" Discuss what Ellen is doing and where she got the blocks she is playing with. "Read the first three lines to yourself to find out what Peter said when he saw Ellen. Do you think Ellen knew that the children were making a play house?" After the pupils have commented, ask them to finish reading the page.

Rereading for interpretation

To stimulate interest in and appreciation of what individual characters do and say in given situations, ask the children to find and read what Peter said on page 25. Then ask, "How many children were helping make the play house? What makes you think Peter was a good planner?" Bring out the fact that it is a good idea to plan before starting to make things.

Ask the pupils to find and read what Peter said on page 26. Discuss the fact that Peter was the first one to think of Ellen. Then say, "What does this tell you about Peter?"

Have the pupils find and read what Peter said on page 27. Then ask, "Do you think Peter is the kind of boy who would be angry with Ellen, or would he understand she had just made a mistake? Read what Ellen said on this page. Do you think she was anxious to play with the other children?"

Related Practice

Arranging events in sequence

To give practice in arranging story events in sequential order, write the following on the blackboard:

Do You Know?

What did the children do first?
take some toys into the play house
make a play house
find Ellen

What did Ellen do first?
make a boat
help make the play house

Have the pupils read the first part of the exercise and as a group decide upon the proper sequence of events. If there is any difference of opinion, ask the pupils to open their books and reread to verify their opinions. Number the phrases 1, 2, and 3 to indicate the appropriate order. Continue with the second part of the exercise.

Phonetic analysis

To give practice in recognizing the similarity in appearance and sound of words which are alike except for the initial consonant, and to strengthen the awareness of the sound and appearance of the letter *m*, use the procedures outlined on pages 331-332 of this *Guidebook*. By substitution change the following words to those in parentheses: *he (me)*; *we (me)*; *take (make)*; *new (mew)*. The initial consonants may then be interchanged several times.

Individual practice

If some children need additional practice in noting the sound and appearance of words beginning with *m*, *g*, *th*, *wh*, follow the procedure suggested on pages 327-328 of this *Guidebook*, using known words.

Work-Book

Use page 7.

Correlated Activities

Telling stories

To check on growth in the ability to tell a story well, the picture on page 12 of *Before We Read* may be displayed, and children may re-tell the story of Jane building a doll house out of blocks as it is portrayed in this picture sequence. The teacher should note individual progress in language ability and determine what type of guidance is needed.

Independent reading

Children who have read the selections suggested in the Bibliography, page 436, may read them aloud to the class.

The Big Umbrella

(Pages 28-31)

NEW WORDS: *street them Jim Patty then lost*

Preliminary Development

Presenting
vocabulary
in context

"Today we are going to read about a new boy and girl. The girl's name is *Patty*. I think you will know the boy's name." Write *Jim* and *Tim* on the blackboard and say, "His name looks and sounds just like *Tim* except for the first letter." When the children have read the name *Jim*, write *You will like Jim and Patty* and have the line read. Write the word *them* and say, "This word is 'them.'" Indicate the sentence on the blackboard and say, "I'm going to show you another way we could say this." Erase "*Jim and Patty*" and substitute *them*. Have the new sentence read.

"*Jim and Patty* were walking in the rain one day. The rain came down *on the street*, and it came down on *Jim and Patty*." Write *It came down on them* and have the line read. "*Then* something funny happened. I'm not going to tell you what it was, because we will read the story." Write *Then we shall find out* and have the line read.

NOTE: The word *lost* will be presented during the Guided Reading.

Checking the
presentation

Clear the blackboard, write the sentence *Then the rain came down*, and have it read. Ask a pupil to frame the word that tells when the rain came down.

Write the following sentences and have them read: *The rain came down on the street. It came down on Jim and Patty. It came down on them.*

Have the pupils frame and read the one word that we use instead of *Jim and Patty*.

Reading from the Book

"Look in the table of contents and see if you can find the name of a story that you think might be about a rainy day." After the pupils have located the story "The Big Umbrella" and read the title, say, "Let's read this story to find out what happened to *Jim and Patty* on this rainy day."

Guided
reading

Page 28: Guide the picture study to bring out how *Jane* dresses on a rainy day. "Read this whole page to yourself and tell what *Mother* and *Jane* said to each other."

Page 29: "Who do you suppose the boy and girl with no umbrella are? I wonder where their umbrella is. Read the first four lines to see what they tell you about the weather." After the children have had time to read these silently, say, "I like the sound of these lines. They sound like rain." Read the four lines aloud to show how the words give this effect.

"Now let's read the rest of the page. The last two lines tell us something that the picture doesn't show us." After the silent reading, ask, "What happened that the picture doesn't show?"

Page 30: "Let's read the page to ourselves to find out where Jim and Patty live and where they are going." To check on comprehension ask the pupils to read orally parts of the page in answer to thought questions.

Page 31: "Read the first part of this page to yourself to find out what happened next." After the silent reading, have the pupils read aloud what Jane asked the new children. "Where do you suppose their umbrella is?" As pupils suggest *at home* and *lost*, write the words on the board. Have pupils frame and read the words. Then say, "Let's read the next two lines to find out how Jane helped her new friends." Discuss how the big umbrella helped Jane meet new friends.

Rereading

This story should be read aloud for enjoyment. During the oral reading emphasize the conversational style on pages 28 and 30, and bring out the rhythm and cadence of the verbal text on pages 29 and 31. The teacher may read aloud the last two lines on pages 30 and 31 to bring out the little refrains.

Related Practice

Distinguishing word forms

To give practice in combining the use of meaning clues and study of word forms in discriminating between words somewhat alike in form, write the following sentences on the blackboard. Direct the children to read each sentence and underline the correct word:

Jim and Patty ^{live}
look in a yellow house.

They
Them lost something.

Jane was ^{going}
guess down the street.

Then
Them the rain came down.

Phonetic analysis

To promote the ability to recognize the sound and appearance of the letters *m* and *n* when occurring in the final position in words, direct attention to the final *m* in the words *Tom*, *farm*, and *them*.

Review the sound and appearance of the final *n* in *can*, *children*, *Ellen*, *fun*, *in*, *then*. Compare the sound and appearance of *n* and *m* in *then* and *them*.

Individual practice

For children who confuse *m* and *n*, reproduce the following words and direct the children to arrange them in columns according to the initial consonant:

*m**n*

make, not, new, must, name, maybe, no, me, now, my.

Work-Book

Use pages 8, 9, and 10.

Correlated Activities**Keeping records**

If the children have not been keeping a weather chart, the two rain stories in this unit may give rise to the suggestion that they keep one. They can cut out umbrellas to put on the chart when it rains, and a yellow sun for sunny days. For further suggestions see page 37 of this *Guidebook* and pages 42-44 and xii of *Science for Children*, the teacher's manual for *Science Stories*.*

Independent reading

See the Bibliography, pages 436 and 437, for reading related to this story and to "Fun in the New House." If several pupils read the same story, they may work together in presenting a dramatization of it for the rest of the class.

The Lost Pennies

(Pages 32-35)

NEW WORDS: *pennies* *buy* *pocket*

Preliminary Development**Presenting concepts**

Lead the pupils to tell about experiences they have had eating in a cafeteria. If some pupils have never eaten in a cafeteria, describe one and show pictures. Explain that many schools have cafeterias.

* This book may be obtained from W. J. Gage & Co., Limited, Toronto.

Presenting vocabulary in context

"In our next story Jane is helping Patty in the school cafeteria. What do you think they will do there?" Elicit and present *buy something to eat*. "This is the kind of money they had." Present the word *pennies*. "I think someone in the story lost some pennies because the name of our next story is *The Lost Pennies*."

NOTE: The word *pocket* should be recognized by the use of context clues.

Reading from the Book**Picture interpretation**

Have the children find the story in their books. If they are not accustomed to eating in a school cafeteria, they may study the pictures before reading the verbal text in order to gain a better idea of the arrangement of a cafeteria and the procedures used in buying a meal.

Guided reading

Page 32: "Let's read this page to ourselves to find out what the girls are talking about." After the silent reading ask, "Who are the three girls? Who talked first? Why did they stay at school for lunch? Why did Patty want Jane to help her?"

Page 33: "Read the whole page to yourself to see if they all bought something good. What do you think it was?" Check on the comprehension by asking the children to read orally in answer to such questions as: "Who was the first one to see something good? What did she say?"

Page 34: "Jane is paying for her lunch now. Read the first two lines to see what she and Patty said." Then say, "Let's look at the picture again. What did Patty do? The third line on this page tells us the same thing as this picture. Read it to yourselves and then tell me where Patty looked for her pennies." The children should recognize the new word *pocket* from the picture and from context clues. Have the sentence read aloud. "Read the next three lines to see what Patty said after she looked in her pocket. Read the rest of the page to yourself to see what happened next." Have the page reread orally.

Page 35: "I wonder what Jim said when he heard about the lost pennies. Let's read the next page and see just what he said." After the children have read the page silently, encourage comments on the unexpected outcome of the story.

Rereading

To aid the children in identifying themselves with the story characters, have three girls and a boy read the story conversations aloud to show how each of the characters talked.

Related Practice**Reading
for a
specific
purpose**

To give practice in reading for a specific purpose, write the following questions on the blackboard.

What did Patty want to buy with her pennies?

Where did she look for her pennies?

Did Patty put her pennies in her pocket?

Have the pupils read each question silently and orally. Then have them find in the book the sentence or part of the story that gives the answer to the question and read it aloud.

**Phonetic
analysis**

1. To promote the ability to hear riming elements in words, pronounce the three words in each of the following groups and have the pupils identify the two which rime: *name, come, came; let, go, get; will, hill, have; can, run, man; make, take, look; my, buy, see; blue, day, say.*

2. To promote the ability to recognize the similarity in sound and appearance of words which are alike except for the initial consonant, proceed as follows:

First write the following list of words on the board: *cat, can, toy, jump, let, he, no, mew, now, talk, say, run.* Then write the word *bump*, have it pronounced, and have the children find a word in the column of words that looks and sounds like it except for the first letter. Continue with each of the following words: *get, walk, sat, day, boy, ran, me, so, how, fun, pet.*

NOTE: The above exercise reviews the sound and appearance of most of the initial consonants. The teacher may utilize it for informal diagnosis of pupil difficulty and provide individual training as needed.

**Individual
practice**

For children who need additional practice, reproduce the following groups of words and direct the children to underline the words which look and sound alike except for the first letter:

boy, ball, toy	so, sat, cat	get, go, let
jump, Jack, bump	car, ran, can	cow, now, no

Work-Book

Use pages 11 and 12.

Correlated Activities**Applying
ideas gained
in reading**

To reinforce and extend the children's ideas about a cafeteria, a play cafeteria may be set up in the classroom in connection with health activities. Pupils may cut out pictures of foods which might be included in a school-luncheon menu. They may discuss what constitutes a healthful lunch and practise making good selections.

A Big Friend

(Pages 36-41)

NEW WORDS: *walked last way man which Bill found*

Preliminary Development

*Presenting
vocabulary
in context*

"One day Sally said this." Write *I want to go for a walk* and say, "See if you can read what she said.

"So this is what she did." Present *she walked and walked*. "Sally walked for a long time. *At last* she said, 'It is time to go home.' Do you suppose she can find *the way home*?"

NOTE: If it seems desirable to break this story for use during two reading periods, pages 36 and 37 should be read as a unit, and the Preliminary Development concluded at this point.

"Sally found a new friend while she was out walking. She saw a big man, and she said *Hello, big man*. Then she said, 'What is your name?' The big man told her his name was *Big Bill*. Then he asked Sally these questions, 'Are you going home? Do you know *which way to go*?' When we read the story we shall find out how Sally answered Big Bill."

Reading from the Book

Have the children find the story "A Big Friend" in the table of contents and in their books.

*Guided
reading*

Page 36: "What is Sally doing? Read what Sally said to Puff. Read the rest of the page and tell what Sally and Puff did."

Page 37: "Sally looks puzzled in this picture. Read the page to yourself to find out why." Have the page read aloud.

Page 38: "Why do you suppose Sally is holding Puff under her arm? Read the first part of the page and tell what Sally said to the policeman. Read the last three lines and tell what the policeman said to Sally."

NOTE: The practice of asking the children to tell what they have read after the silent reading and before the oral reading serves two distinct purposes: (1) It develops the habit of thought-getting. (2) It indicates to the teacher the kind of guidance individual pupils need.

Page 39: "Read the first two lines and tell how Sally answered the policeman. Read the next two lines and tell what else the

man asked Sally. Read the next two lines to see if Sally tells her whole name. Read what the man said next. Why does the policeman need to know Sally's last name? Read the next four lines to find out what she said. Read the rest of the page and tell what the policeman said."

Since this is the first full page of verbal text, select one child to be Sally and one to be Big Bill, and have the page read orally by conversational units. After the oral reading say, "I wonder how Big Bill will help Sally find her home when he doesn't know her last name? Let's turn the page to find out."

Page 40: "Read this page to yourself and tell why Big Bill is pointing to Puff." After the silent reading ask, "Why did Big Bill call Sally, 'Sally Sally'? Where does Big Bill think Puff is going? Read aloud what Big Bill said."

Page 41: "Do you think that Puff will find the way home? Read the first part of the page to yourself to make sure. Read the rest of the page to see what happened next. Was Mother glad to see Sally? Read aloud what she said to Big Bill. What funny thing did Sally say? Read the last two lines just the way you think she said them."

Rereading

Have the story reread orally for enjoyment. Let several children assume the parts of Big Bill, Sally, Puff, and Mother and read what the characters say in the story. Another child may read the lines of narrative as they occur.

Applying ideas gained in reading

"What two things could you teach little brothers or sisters that would help them out if they got lost the way Sally did? Do you know any policeman who makes you think of Big Bill? In what other ways do policemen help children?"

Related Practice

Using context clues

To give practice in using context clues and study of word forms in selecting the appropriate sight word to complete the meaning of a sentence, write the following on the blackboard:

Sally and Puff walked and _____.
At _____ it was time to go home.
But Sally did not know _____ way to go.
Then she saw a _____.
His name was Big _____.
They all _____ the way home.

Write the words *last*, *walked*, *which*, *Bill*, *found*, *man* in a column on the blackboard. Direct the pupils to read each sen-

tence to themselves and find the word that completes the sentence. Then write the word in the blank. Erase the column of words and have the six sentences reread orally.

**Phonetic
analysis**

To give practice in relating the sound and appearance of the consonant *t* when occurring initially or finally in words, write the words *to* and *not* on the blackboard. Call attention to the sound and appearance of the letter *t* in the word *to*. Then say, "The word *not* has a *t* at the end. Can you hear it?"

Then pronounce the following list of words and ask the children to tell whether they hear the *t* at the beginning or end of the word: *toy, at, tail, but, Tim, it, Spot, Tom, put, talk*. When the children decide that a word begins with *t*, write it under the word *to*. If they decide that a word ends with *t*, write it under *not*. Have the pupils pronounce each word and indicate the letter *t*.

Work-Book

Use pages 13 and 14.

Correlated Activities

**Dramatic
play**

During the language period encourage the children to make up conversations that Mother might have had with Dick and Jane when they couldn't find Sally. The children may pretend that they are Sally's family and are trying to find her.

**Independent
reading**

Suggest to the pupils that they read other stories to find out about many different things policemen do. (See Bibliography on page 437 of this *Guidebook*.)

Patty and Her Pennies

(Pages 42-46)

NEW WORDS: *five store*

Preliminary Development

**Presenting
vocabulary
in context**

Recall the previous story of Patty and her pennies. "Patty sometimes saved some of her pennies. She kept these pennies in a little pig bank. One day she took some pennies out of her bank and counted them. She counted them this way." Write the line *One, two, three, four, five pennies* and ask the pupils to read it. "She wanted to buy something. This line tells you where she went to buy it. See if you can read it." Write *She went to the store* and have it read.

Reading from the Book

Guided reading

Have the children find the story "Patty and Her Pennies."
"Let's read this story to find out what Patty wanted to buy."

Page 42: "Look at the picture. What is Patty taking out of her bank? Read the page to find out what she is going to do with her pennies. What does the last line tell us?"

Page 43: "What is Patty looking at in the picture? Have you ever seen birthday cards in a rack like this one? Read the page to see which card Patty decided to buy."

Page 44: "This picture reminds me of Patty in the cafeteria. What happened to her there? I wonder if she has lost her pennies again. Let's read to find out." Guide the reading of the page.

Page 45: "Do you know the policeman in the picture? What is his name? What did he say he would do when Sally was lost? I wonder if he will offer to help Patty, too. Let's read to find out if he helps and how." Guide the reading. Then say, "Now turn the page to see if Big Bill's last idea helped Patty."

Page 46: "Look at the picture. Patty looks happy again. Why are she and Big Bill laughing? Did Big Bill help her? Read to find out what Patty said." Guide the reading of the rest of the page to find out what Patty said next.

Rereading

Have the story reread for further enjoyment and appreciation of such episodes as (1) getting pennies out of the blue pig, (2) Patty's problems in selecting a birthday card, (3) how she felt when she couldn't find her pennies, (4) how Big Bill helped, and (5) a happy ending.

Extending interpretation

To extend interpretation of character traits, pupils may discuss some of the things they know about Patty. Informal discussion may be motivated by such questions as "Where was Patty's umbrella on the rainy day when Jane first saw her? Who helped her keep dry? What trouble did Patty have that day in the cafeteria? Why do you think she forgot her pennies? Who helped her that time? And what happened to her pennies when she went to buy a birthday present for Mother? Who helped her then?"

Children may decide that Patty is a little careless about remembering things. But they should also recognize Patty's thoughtfulness in buying a birthday card for her mother. They should observe that Patty tried to choose the card which Mother would like best.

Related Practice

Vocabulary review

List in columns on the blackboard the new words presented in Unit I. To make the review interesting, use a variety of technics in having the children read the words. For example: (1) The teacher may indicate a word in the list and ask a child to say it. (2) The teacher may say a word from the list and ask a child to find and frame it. (3) The teacher may use meaning clues, such as "I am thinking of a word near the bottom of the first column that tells what you carry when it rains." (4) The teacher may use phonetic clues, such as "I see three words in the second column beginning with *p*." (Have *Patty*, *pocket*, and *pennies* located and read.)

Work-Book

Use pages 15 and 16. Pages 17 and 18 are test pages which are described on pages 346-348 of this *Guidebook*.

Correlated Activities

Summarizing the unit

Have the children turn back to the table of contents and reread the story titles, telling the names of the new friends who appeared in each story. List the names on the board and have the children take turns telling at least one thing about each new friend.

Independent reading

Pupils who have read selections related in content to the stories of the unit as listed in the Bibliography on pages 436-437 of this *Guidebook* may choose stories to read aloud to the class.

Vocabulary Test I

Instructions for giving Vocabulary Test I (Work-Book, pages 17-18) and interpreting the results appear below and on pages 347-348. If the Work-Book is not available, hectograph the test for the pupils but do not mark the italicized words.

Construction of the test

Vocabulary Test I is constructed to measure the pupil's ability to recognize word forms at sight. The forty sight words that were presented in Unit I of *Our New Friends* are used in the test. Each word to be tested is presented with two other words that may distract the reader who is still over-dependent on context clues when reading from the book.

Preparing for the test

To prepare pupils for the work technic involved in taking this test, proceed as suggested on page 162 of this *Guidebook*.

Administering the test

The teacher is to pronounce the italicized word in each square, and the pupils are to encircle the word she pronounces.

make work <i>walk</i>	so <i>us</i> up	<i>her</i> here hen	red <i>rain</i> ran
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get <i>last</i> lost	pig pet <i>put</i>	<i>way</i> play who	must mew <i>man</i>
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saw <i>shall</i> Susan	<i>five</i> find first	animal something <i>umbrella</i>	street <i>splash</i> stores
------------------------------	------------------------------	--	-----------------------------------

<i>first</i> four five	time new <i>name</i>	yellow <i>going</i> good-bye	<i>your</i> you yes
------------------------------	----------------------------	------------------------------------	---------------------------

wagon <i>which</i> white	soon school <i>store</i>	<i>Bill</i> will Jim	find friend <i>found</i>
--------------------------------	--------------------------------	----------------------------	--------------------------------

**Interpreting
the results
of the test**

The teacher should carefully examine each child's work to see whether he has a tendency to confuse words that begin alike, words that end alike, or words similar in meaning, or whether he merely guesses at random. Having made the diagnosis, the teacher should provide practice similar to that suggested in the word-perception lessons in this *Guidebook*.

Following are some suggestions for discovering the causes of error in word recognition and for correcting poor habits of word perception:

- a) If the child has marked the word *find* when *five* was pronounced, it is possible that he did not hear the word clearly. Check on his ability to hear and discriminate between sounds.
- b) If a child consistently makes such errors as marking *will* for *Bill* or *Tim* for *Jim*, he may be noting only the configura-

Patty Sally Pretty	find <i>live</i> like	Jack Tim <i>Jim</i>	ma-ma <i>maybe</i> away
<i>know</i> kitten new	laughed wanted <i>wagon</i>	<i>walked</i> walk wanted	but <i>let</i> get
buy <i>day</i> dog	there thank <i>then</i>	<i>take</i> talk make	last <i>lost</i> must
came farm <i>them</i>	<i>pennies</i> umbrella please	Pretty <i>Peter</i> Patty	<i>street</i> store what
pennies rabbit <i>pocket</i>	<i>buy</i> baby bump	came tail <i>time</i>	yellow Sally <i>Ellen</i>

tion of the last part of the word. If the errors indicate confusions of this type, more work should be given in noting initial consonants.

c) If the errors consistently indicate confusion of such words as *pig* and *put*, *new* and *name*, the pupil may be directing his attention too largely to only the initial letter of a word. With such pupils much practice should be given in noting word endings.

d) If the pupil marks *find* for *found*, he may be using context clues effectively in reading, but failing to perceive word forms accurately. The training in auditory-visual word analysis suggested in this *Guidebook* should be stressed if a pupil continues to confuse words in this fashion.

Unit II—Our Friends at Work

Content of the Unit

In this group of stories the attention of the pupils is directed to the work activities of children their own age. In "Our Friends at Work" the familiar story characters are busily engaged in helping at home, taking care of their own possessions, making or repairing things, and working coöperatively with family or friends. Work activities indoors and outdoors, at home, at school, and on the farm are included.

In addition to enjoying the plot and humor of the stories in this unit, children will find many suggestions for things they can do themselves. The ideas of coöperation and friendliness in work activities should carry over into everyday behavior.

Preparation for Reading the Unit

Interest in the theme of the unit may be aroused by a bulletin-board display of pictures showing children helping at home, making things, and working together. After the children have talked about these pictures, the question "What do you do to help at home?" may be placed on the board and discussed. Work activities of the group may be classified as those carried on "at home" and those carried on "at school." Children may bring pictures to add to the bulletin-board display.

Introducing the Unit

Distribute the book and have the children turn to the table of contents. Call attention to the fact that they have read all the stories in the first part of the book under the unit title "New Friends."

Have the children find and read the title of the second unit, "Our Friends at Work." Then say, "There is a colored page to show us where this new group of stories begins." Have the pupils locate the unit title page and read the unit title. "Maybe some of our friends in the stories will be doing the same work we do at home and at school."

Time to Work

(Pages 48-51)

NEW WORDS: *hurry things dinner basket*

Preliminary Development

Presenting
vocabulary
in context

"When we look at the clock, this is what we want to know." Write *What time it is* and have it read. "Often we look at the clock while we are eating breakfast. If it is time to go to school and we are not ready, this is what we must do." Write *We must hurry* and give the children an opportunity to infer the word *hurry* from context.

"Does your father ever say this when he looks at the clock just after breakfast?" Write the two lines *It is time to go to work* and *I must hurry* and have them read.

"After breakfast Mother takes the things off the table and washes the dishes. Maybe you have time to help before you go to school. Do you do this?" Write *Help Mother put the things away*. Point out the word *things* and then ask the children to read the sentence.

"What time do you usually eat breakfast? What other two meals do you eat during the day?" Elicit and present *dinner*.

NOTE: The word *basket* should be inferred from picture clues on page 51.

Reading from the Book

Have the story located and the title read. Then say, "Let's read the story to see if this family does the same things in the morning that you do."

Guided
reading

Page 48: "Look at the picture. What is this family doing? There is Father pointing to the clock. Who can tell what time the clock says? Why do you think Dick is holding Father's hat and coat? Now let's see if we have guessed right. Read the first four lines to yourself and tell what Father said. Now read the rest of the page to yourself to see what Father did. Where did he go?"

Page 49: "What do you think Mother is doing? What do you think Jane is going to do with the cream pitcher? Let's read the first part of the page to see what Jane is saying." Guide the reading of the rest of the page.

Page 50: "What is Mother doing in the picture?" Guide the reading of the page. "Let's read the next page to find out what Mother will ask Sally to do."

Page 51: "What is Mother giving to Sally? Read what Mother said when she gave Sally the basket." Ask the children to find and frame the word *basket*. "Read the rest of the page." After the children have finished the story, say, "Why is Sally happy now? Read aloud what she said."

Rereading

Have this story reread and discussed by episodes to bring out the "time" significance of the title. In discussing each episode, the children should be led to express the central idea in their own words. One sentence may be written on the board for each thought unit, thus making a summary of the story. The following sentences are suggested:

It was time for Father to go to work.
It was time for Dick and Jane to help Mother.
It was time for them to go to school.
It was time for Mother to go to the store.
It was time for Sally to work.

Related Practice

Identifying known parts of words

To give practice in recognizing the largest known elements in words, write the following words in a column on the blackboard: *all, at, way, go, walk, want, thing, look*.

Pronounce the word *cat* and ask the children if they can hear any of the words which are on the board in the word *cat*. When the word *at* is identified, write the word *cat* on the board, and have the children underline the little word in it. Pronounce each of the following words, using the above procedure: *walked, going, ball, looked, Patty, sat, something, that, wanted*.

NOTE: In all exercises of this type the first check is auditory. If pupils point out that *wanted* has *an* in it, ask them if they can hear *an* in *wanted*. Then say, "These letters look like *an*, but they don't sound that way in this word."

Individual practice

If children need more practice in finding little words in big words, reproduce the words in the preceding list. Direct the children to draw a line under the little word in each.

Work-Book

Use pages 19 and 20.

Correlated Activities

Extending concepts

The theme of this story provides opportunity for correlation with social studies concepts. Children may tell about the work that members of their family do. Further conversation may be stimulated by the study of picture pages from *Peter's Family*. Picture pages in this Social Studies Primer show work that Mother does, work that Father does, how children help at home.

NOTE: With groups needing extra help in telling a story from pictures, page 21 of *Before We Read* may be used again at this time.

Using ideas gained from reading

Pupils may make a simple time schedule for their day at school. If desired, clock faces may be made during the number period, and the hands may be placed at the correct time for coming to school, for recess, and for going home.

Independent reading

When various pupils have read selections in other books, as listed on page 437 of this *Guidebook*, ask them to tell what story they liked best and what new things they learned about helping at home.

Who Will Help Tom?

(Pages 52-56)

NEW WORDS: *old* *busy* *after* *back* *his* *once* *were*

Preliminary Development

Presenting vocabulary in context

Display a new pencil and say, "This pencil is new." Write *This is new* and have it read. Display a short, battered looking pencil. Write the sentence *This is old* and say, "This line tells what kind of pencil this is. See if you can read it."

"As soon as we come to school in the morning, we begin to work. We have many things to do." Write *We are busy all day* and have the sentence read.

"If you wanted to tell someone about the things you do after school is out, you might say, 'I play with my wagon after school.' I will show you something else you might say. See if you can read it." Write *I go home after school*.

NOTE: If it seems advisable to break this story for use during two reading periods, pages 52 and 53 should be read as a unit. Preliminary Development for the first period may close here.

"Our next story is about *Tom and his friends*. Dick was Tom's friend, and so was Patty. *Dick and Patty were his friends*. Tom asked his friends to help him do something, but they didn't want to. This tells you why." Write *They were all busy* and have the line read. "Some of them promised to *come back* later and help him. One of his friends said this." Write *I will come back after dinner* and have the line read.

"So Tom started to work alone. *All at once he looked up*. What do you suppose happened? When we read the story, we shall find out."

Reading from the Book

Guided Reading

Page 52: "What question does the title ask? Look at the picture and tell why you think Tom needs someone to help him. Read this page to yourself to see what Tom is thinking about." After the pupils have read the page silently, read it aloud to them to show how discouraged Tom felt.

Page 53: Guide the silent reading of the page by thought units. After the silent reading, ask one child to be Peter and one to be Tom and have them engage in a conversation telling in their own words what the two boys said to each other.

Pages 54 and 55: Guide the reading of these pages as suggested above.

Page 56: Discuss the picture, and ask the children to read the page to themselves and tell what happened.

Extending interpretation

Let the children express their opinions as to why Tom's friends changed their minds and came back to help him. Bring out the point that if everyone helps with a task it will get done quickly. Children may also point out that working together is fun.

Rereading

Various children may take the parts of the story characters and read what they said.

Related Practice

Extending meanings

To develop an awareness of the "past time" meaning of the word *were*, place two balls on the table. Write the following sentence on the blackboard and have it read: *Two balls are here now*. Then remove the balls from the table, write the following sentence, and have it read: *Two balls were here once*. Continue with other objects.

Associating meanings

To give practice in associating meaning with certain types of words, write the following phrases in a column on the blackboard: *her things, his toys, her dinner, his umbrella*. Write the words *Tom, Dick, Peter, Jane, Patty* in another column. Have the pupils read the first phrase and point out the names that tell whose things we might mean when we say *her things*. Continue with the other phrases.

Clear the blackboard and write these words and phrases: *walked away, one day, came back, then, soon, once, ran to play, after dinner*. Have the children find and read (1) the words or phrases which tell what someone did, (2) the phrases or words that tell when someone did something.

Phonetic analysis

To give practice in recognizing and relating the sound and appearance of the letter *d* in both initial and final positions, write the words *do* and *red* on the blackboard. Follow the procedures suggested on page 344 of this *Guidebook*. The following list of words may be used: *do, and, find, good, to, want, dog, wanted, doll, day, said, old, duck*.

Then write the sentence: *We like to play in the ____d*. Ask the children to read the sentence silently and see if they can think of a word ending with *d* that might be the last word in the sentence. Children may think of *yard, sand*, etc.

Continue with the following sentences:

Jane likes to play with a ____l.

We saw a little white ____t.

Grandfather lives on a ____m.

Puff is a ____n.

Work-Book

Use pages 21 and 22.

Correlated Activities**Dramatizing the story**

Rereading as suggested on page 353 will have prepared pupils to dramatize this story. If desired, the children may plan an additional scene with dialogue to show how Peter, Patty, Dick and Jack decided to come back and help Tom.

Applying ideas gained in reading

Tom's problems with the toys may call to mind housekeeping problems in the classroom or play house. If the children have difficulty in putting things away or finding things they need, they may build a cupboard or shelf for their toys.

Independent reading

After the children have read the selections from other books suggested for this story and the previous one, have them tell about new ways they have learned to help their family and friends. See the Bibliography on page 437 of this *Guidebook*.

Sally Helps

(Pages 57-61)

NEW WORDS: *has colour paint painted swish made very*

Preliminary Development

Presenting
vocabulary
in context

"Today we are going to read another story about Sally. You always like stories about her. The one we will read today reminds me of one we read in another book."

NOTE: The teacher may display the pictures on pages 26-29 of *Fun with Dick and Jane* as she retells the story as suggested below. The italicized words should be written as they are spoken.

"In this story Sally saw Dick and Jane painting pictures. She said, 'Dick *has* some paint. He is making something. Jane is painting something, too. I want to *paint* something. *That paint is a pretty colour.* (Note: Spell *colour* as in the text.) It is yellow.' Sally took a brush and *painted something yellow.* The paint went *swish, swish* over the paper.

"Dick and Jane couldn't guess what Sally had made; so finally she said, 'Why, that is a cookie. I *made a cookie.* It is a *very good cookie.* See, I made a cookie for Sally. Now Sally *has a cookie—a very big cookie.*'

"Sally thought she made a very big cookie (indicate the word *very* in the last phrase). Look at this picture (page 29 of *Fun with Dick and Jane*). Do you think this is a very big cookie that Sally painted?"

Then say, "Sally wanted to do something. This (indicating the phrase *to paint*) tells what she wanted to do. Who can read it? This word (*swish*) tells how she made her brush go. Read it." Continue having the pupils read each phrase as it is indicated. Ask them to frame and read the words *swish, made, has, very.*

Reading from the Book

Have the children find the story "Sally Helps." "Sally always wants to work when she sees other people doing things. In this story she surprised everybody. Let's find out what she did."

Page 57: When the children have commented on the picture (the country road, farm animals, etc.) have them read to find out who were in the car and where they were going. "Patty is anxious to get to the farm. Read what she said. How did

Guided
reading

Dick answer her question? What did he mean when he said 'Pretty soon'? What did Dick tell Patty about the farm?"

Page 58: "What is happening in this picture? Does the house look the way Dick told Patty it would? Dick said the house was yellow. Do you remember the picture of Grandfather's house?" Show the picture on page 47 of *Fun with Dick and Jane*. After the children have discussed the picture, say, *Once its colour was yellow*, and write the line as it is spoken. Have the line read, and point out the phrase *its colour*. "Read the page to yourself and tell what has happened to the house."

Page 59: "Here is Grandfather again. What is he going to do? The children look excited. What do you suppose they are saying?" After the pupils have guessed, direct them to read the first part of the page to find out if they are right. Guide the reading of the rest of the page in thought units.

NOTE: If it seems desirable, this story may be broken at the bottom of page 59 and presented in two periods. Before resuming the Guided Reading during the next period, briefly recall the first part of the story and review the words *painted*, *swish*, *made*, and *very*.

Pages 60-61: Guide the reading as suggested above.

Extending interpretation

"This story is full of surprises. How many surprises did the children have?" Pupils should mention (1) the house has a new color; (2) Grandfather let the children paint the hen house; (3) Sally painted the eggs. In the informal discussion bring out the humor of Sally's efforts to help.

Rereading

Direct attention to the central idea of each page by rereading the story by page units. Discuss what happened on each page and lead the children to express the idea very briefly. For example, on page 57, "The family and Jim and Patty went to the farm."

Related Practice

Using have and has

To give practice in using *have* and *has*, give various children different colored books or slips of paper. Write on the blackboard the sentence *Who has something that is this colour?* After the pupils have read the sentence, write the word *blue* on the blackboard. As one child responds "I have a blue book," write *John has something blue*, and have the sentence read. Continue with other colors, asking the pupil who has that color to respond in a complete sentence each time.

**Word
variants**

To give practice in recognizing the *ed* forms of verbs, write the words *want* and *paint* on the board and have them pronounced. Then write the words *wanted* and *painted*. Have them pronounced and ask the children to find and frame the little word in each.

Write the words *look*, *looked*, and *walk*, *walked* on the blackboard and compare the two words in each pair.

Then write the word *work* and change it to *worked*. See if the children can pronounce it. Continue with *bump-bumped*, and *jump-jumped*.

NOTE: If children notice the difference in the sound of the *ed* following *t* and *k*, say, "Yes, sometimes it sounds the way it does in *wanted*, and sometimes the way it does in *looked* and *walked*."

Work-Book

Use pages 23 and 24.

Old Toy Horse

(Pages 62-66)

NEW WORDS: *head feet next him give Billy worked don't*

Preliminary Development

**Presenting
vocabulary
in context**

Show the picture on page 8 in which the toy horse is being unloaded and say, "The *next* story in our book is about Peter and Ellen's old toy horse. Peter and Ellen and their friends had played with him so much that *his head* was broken, *his feet* were broken, and *his tail* was almost off. Peter and Ellen couldn't *play with him* any more." Point to the word *him* and say, "We can use this word instead of Old Toy Horse." Have the children frame and read *next*, *head*, *feet*, *tail*, and *him*.

NOTE: The words *give*, *Billy*, *worked*, and *don't* may be introduced after the reading of pages 62 and 63.

Reading from the Book

**Guided
reading**

Page 62: As the pupils discuss the picture of Old Toy Horse, they will naturally speak of the spots *on his back*. This phrase clarifies the new use of the word *back*.

"Read page 62 to yourself and tell what Peter said about the old toy horse." After the pupils have discussed what Peter said, have the page read aloud.

Page 63: "Something happened the *next day** that surprised Peter and Ellen. Read the first part of this page to find out what it was. Look at the picture at the bottom of the page. Which toy horse is this? What do you suppose the children will name him? Read the rest of the page to yourself to find out." Ask one child to read aloud what Peter said.

"What do you suppose they will do with Old Toy Horse now?" As some child suggests *give him away*, write the phrase on the blackboard and have it read. Then say, "We shall find out if this is what the children decided to do when we read the next page. We shall find out if they *give him away* (indicating the phrase on the blackboard) or if they *don't give him away*." Have the pupils frame and read the word *don't*.

Page 64: "Ellen was wondering the same thing we are. Read the first two lines and tell what she asked Peter. Read the next line and tell what Peter suggested. Peter thought of someone to give him to. Can you read the next line and tell the name of the boy Peter thought of?" Children should recognize the word *Billy* because of the little word *Bill* in it. "Read the rest of the page to find out what Ellen thought they should do with the old toy."

Page 65: Discuss the picture. Then say, "The first two lines tell the same thing the picture does. Read them." Have the pupils frame the word *worked*. Have the rest of the page read silently and discuss what the family did to Old Toy Horse.

Page 66: "Here are two toy horses. They look just alike, don't they? *I don't know which is which*. Can you tell? Let's read this whole page to ourselves to see what happens to the two toy horses now." After the silent reading allow the children to talk about what happened and to tell whether they would have done the same thing that Peter and Ellen did.

Rereading

Call attention to descriptive passages such as those on pages 63 and 65. Have pupils compare the verbal descriptions with what the pictures show.

This story, with its many rhythmical passages, is especially suitable for reading aloud. The entire story may be reread orally for enjoyment at this time.

* The italicized words and phrases in the Guided Reading section of this lesson plan should be written on the blackboard as they are spoken.

Related Practice**Using
pronouns**

1. To give practice in the use of *his* and *him*, write the sentences below on the blackboard. Tell the pupils that these sentences tell what the family did to Old Toy Horse. Direct the pupils to read each sentence silently and decide which of the words at the right completes the sentence. Write the proper word in the blank, and have the sentence read.

They worked on _____.

They put _____ head on.

him

They made a new tail for _____.

They painted spots on _____ back.

his

They put _____ feet on.

They painted _____ feet black.

**Phonetic
analysis**

To give practice in relating both the voiced and unvoiced sounds of the letter *s* with the appearance of the letter in the final position, write the words *his*, *has*, and *is* on the blackboard. Direct the children to listen to the sound of the last letter as you pronounce the word. Indicate the last letter as each word is pronounced.

Then write the words *toys*, *things*, *cars*, *cows*, *boys*, *dolls*, *balls*, *dogs* in a column. Ask the children to pronounce each word, indicate the *s*, and tell whether or not the *s* sounds like the *s* in *his*, *has*, and *is*.

NOTE: Children with a foreign speaking background may have difficulty in producing the voiced sound of *s* (*z*). If so, the teacher should pronounce the words and have the children decide which sound is used.

With children who evidence difficulty in producing either the voiced or unvoiced *s* sound, use the *Speech Improvement Cards* which accompany the Basic Readers.

Then say, "The letter *s* doesn't always sound this way. Sometimes it sounds the way it does in these words. Listen carefully while I say them." Pronounce *boats*, *looks*, *wants*.

Clear the blackboard, write the words *boats* and *toys*, and say, "I'm going to write a word up here." Write *birds*. "I will pronounce it. You tell me if the *s* on the end of it sounds like the *s* on *boats* or the *s* on *toys*." When the children decide that the *s* in *birds* sounds like the one in *toys*, write it under that word. Continue with *this*, *his*, *has*, *yes*, *walks*, etc.

Correlated Activities

Using ideas
gained in
reading

Children may repair a few toys. If some large toy in the classroom, such as a wagon or doll buggy, needs renovating, let the children decide what should be done and choose committees to do the work. They may also bring toys from home to be repaired. Another possibility is to have a toy-lending box or shelf in the classroom. Children should borrow, take good care of, and return toys as they do library books.

Making Boats

(Pages 67-71).

NEW WORDS: *making* *bird* *can't* *poky*

Preliminary Development

Presenting
vocabulary
in context

"One day Jack and Dick and Billy *were making boats* out of wood. What kinds of tools do you use to make things out of wood?" Discuss the saw and the hammer and make the sound of both—"bang, bang" for the hammer and "s-s-s" for the saw. The sound of "s-s-s" should be voiced (z as the final s in birds and bees) so that it sounds like the buzz of a saw.

"This tells the way the saws sounded. Can you read it?" Write *S-s-s went the saws*. Have the pupils frame and reproduce the sound of the saw.

NOTE: The word *saw* is used as a noun in this story. If the children have not had an opportunity to use saws, show the picture on page 67 at this time.

"The boys called one of the boats they made *Red Bird*. Why do you suppose they gave it that name?"

"When the boats were finished, the boys began to play with them. All at once something funny happened. I know you *can't* guess what it was. We'll have to find out when we read. I'll give you a hint. Something in our story *can't* go fast. It was so very slow that the boys said this: *It can't go fast. Let us name it Poky*. And that's what they named it—*Poky*."

Reading from the Book

Guided
reading

Page 67: Discuss the picture and ask pupils to read the page silently to see if it tells anything the picture doesn't tell. Bring out that the text tells them where the children were.

Page 68: "Jack has a good idea about the boats. Let's read the first two lines to find out what he wanted to do. Now read the rest of the page and tell what the boys did. Do you think Jack chose good names for the boats?"

Page 69: "What are the boys doing with their boats in this picture? Do you suppose all of the boats can go fast? Let's read this page to find out exactly how the boys played with their boats." Bring out the fact that the boys are having a boat race.

Page 70: "Which boat came in first? Read the first part of the page to make sure. Read the line that tells how fast the boat went. Read the rest of the page to yourself and tell what happened to the other two boats."

Page 71: "My! What is that on Yellow Bird? Isn't that a funny little animal? Who knows what kind of animal it is? I was sure you couldn't guess the end of this story. We didn't guess that a turtle got on one of the boats, did we? This page is so much fun to read that you may read it all to yourself to find out what happened, and then we'll talk about it."

Rereading

This story contains several episodes. Discuss each part of the story. After the discussion write the following summarizing sentences on the blackboard:

The boys found a funny animal.

The boys made boats.

The boys played with the boats.

Have the pupils as a group decide which thing happened first in the story and number the sentences to indicate the correct sequence. Then indicate each sentence in order, and have pupils read aloud the pages related to it.

Related Practice

Phonetic analysis

To develop the ability to recognize words which are alike except for the beginning consonant, follow the procedures suggested on pages 331-332 of this *Guidebook*. Change the following words to those in parentheses: *at* (*sat*); *cat* (*sat*). Continue with *day* (*say*); *way* (*say*), interchanging the initial consonants.

Then say, "Now I am going to show you a new word. See if you can read it." Change *come* to *some*.

Write the following sentence on the blackboard and have it read: *I want some cookies.*

Individual practice

To give further practice in using context clues, reproduce sentences, such as the following:

A boy _____ walk fast.
can can't

Poky _____ walk fast.
can can't

Direct the children to read each sentence and encircle the appropriate word to complete the meaning of the sentence.

Work-Book

Use pages 28 and 29.

Correlated Activities

Composing poems

Lead the children to observe and reproduce the sounds and rhythms of their own sawing, hammering, and painting. These may be made into work songs or unrimed, cadenced poems.

Independent reading

Refer to the Bibliography on pages 437-438 for other selections about boats that the children may read independently.

**Hearing
stories
and poems**

Read "Hammer, Saw and Plane," by Lucy S. Mitchell, in *Here and Now Story Book*, and the poems "Work and Play and Regular Things," in *Blimps and Such*, by Dorothy W. Baruch.

The Little House

(Pages 72-76)

NEW WORDS: *outdoors as bang stop green tree*

Preliminary Development

Presenting vocabulary in context

“What do you do on rainy days when you can’t go outdoors to play? One day when it was raining, Jim had to stay in the house. This is what he said. See if you can read it.” Write *I can’t go outdoors*. Allow the children to infer the word *outdoors* from context, and have them find the little word *out* in it. “So Jim stayed in the house, but he said, ‘I will go outdoors *as soon as the rain stops*.’” Have the children find and frame the word *as* twice, and find the word *stops*.

NOTE: The words *bang*, *green*, and *tree* need not be presented. They should be readily recognized through the use of contextual clues in the pictures and the verbal text.

Reading from the Book

Have the pupils locate the story "The Little House" by using the table of contents. "This story tells what Jim did when he had to stay indoors. I wonder if you have ever done what Jim did on a rainy day. Let's find out."

Page 72: "I'm going to ask you to study the picture at the top of page 72 and read all this page to yourself. Then I'm going to ask you to tell what you found out."

Page 73: "Where do you think Father and Jim are working? What kind of house do you think they are going to make? What tools are they using? What tool does the first line tell about? The second line?" Have the first two lines read orally. "Read the rest of the page to yourself to find out if Jim guesses who will live in the house."

Page 74: "Read the first part of the page and tell what Jim thinks the house is for. Look at the picture at the bottom of the page. Do you think this is a house for a doll family? Do you know what kind of house it is?" Elicit *a bird house* and write the phrase on the board. "Read the last part of the page to find out what Jim said about it."

Page 75: "Now that Jim and his father have the house built, what do you think they will do with it?" Discuss the fact that the house will need to be painted, directing attention to the picture on page 75. Lead the children to note the color of the house and the fact that Father is putting it up in a tree. These picture clues combined with the verbal context should force the recognition of the words "green" and "tree." Guide the silent reading of the page in thought units suitable to the ability of the group. Have the children frame the words *green, house, and tree* in the last sentence.

Then say, "What kind of bird family do you think will come to live in the house? Let's read the rest of the story to see."

Page 76: Ask the children to read the whole page to themselves and tell what happened.

**Extending
interpretation**

Extend interpretation of the story by such questions as: "Why do you think Jim's father wanted to make a bird house? Won't Jim and Patty have fun watching the bird family? Have you a bird house in your yard? What kind of birds live in it? When do they come?"

Rereading

In guiding the rereading of the story, ask the children to find the part that describes the picture on page 73; the part that describes the picture on page 75. On page 76 guide the reading and discussion of the descriptive lines to insure mental imagery of what happened the first time the birds came. The children may infer from the picture at the bottom of the page that the birds flew away to find some straw to make a nest.

Related Practice

Classifying and generalizing

To give practice in classifying and generalizing the meanings of words, write the words *bang*, *swish*, *splash*, *bump* on the blackboard. Ask the children to read the first word and tell all the things they can think of that make this sound. Continue with the other words. Then write *s-s-s* and say, "What things can you think of that make this sound?" Pupils may mention the buzz of bees, the sound of saws, etc.

Phonetic analysis

To give practice in recognizing the similarity in appearance and sound of words which are alike except for the initial consonant, and to review the sound and appearance of the letter *b* when it occurs initially in words, use the procedures outlined on pages 331-332 of this *Guidebook*. Change the following words to those in parentheses: *all* (*ball*); *will* (*Bill*); *toy* (*boy*); *jump* (*bump*); *pig* (*big*); *Jack* (*back*).

Work-Book

Use pages 30, 31, 32, and 33.

Correlated Activities

Using ideas gained in reading

Children who want to build bird houses of their own may be shown how to make a simple one out of a wooden box.* If there is a place near the school where a bird house can be put up, let the children build one as a group project.

Patty Reads to Baby

(Pages 77-80)

NEW WORDS: *reads* *sleep* *book* *story* *began* *laugh*
slowly *more*

Preliminary Development

Presenting vocabulary in context

At some time before the reading period place a sign saying *Come and read* above the library table. Display an attractive new book on the table and place near it the label *A new story book*. An amusing picture book should also be displayed and labelled *This book will make you laugh*. If the children cannot read the labels independently, they will no doubt ask questions and find out for themselves what the labels say.

* Descriptions of various types of bird houses that children can build are given on page 23 of "The Instructor," Vol. XLIX, No. 7, May, 1940.

At the beginning of the reading period encourage the children to read the labels aloud. Allow those who have looked at the books to tell about them. Then say, "Today we are going to *read a good story*. Patty wanted her baby brother to go to *sleep*; so she *began to read* to him. Patty's baby brother is funny. He's almost as funny as Sally. Let's read the *story* to see what he does when Patty reads to him."

NOTE: The words *more* and *slowly* will be presented during the guided reading.

Reading from the Book

Pages 77 and 78: "We know from the title that Baby is going to be in this story, but we don't see him in the picture on this page. Read this page and the next page to see what you can find out about Baby."

NOTE: Since the style of this story is simple, with short sentences and cadenced use of words, children should be able to read longer units without guidance. Individual help may be given as needed during the independent reading.

After the silent reading encourage the children to discuss the pictures and what they have read.

Page 79: "Read this page to yourself to see what happened next." Ask the children to tell how Patty read and what Baby did. Then say, "Baby didn't go to sleep when Patty read fast. Do you think she ought to read *more slowly*?" Write these words as they are spoken.

"Let's read the next page to see if that is what she does."

Page 80: After pupils have read the page silently and told what they have read, ask, "Wasn't that a good joke on Patty?"

Rereading

To lead the children to appreciate fully the mood, humor, and climax of this story, have the story read aloud.

Related Practice

Reading independently

A simple story is presented on page 366 which the teacher may use as an informal check of the pupils' growth in the following important reading abilities:

1. Ability to read independently simple story material.
2. Ability to interpret verbal text without the aid of picture clues.
3. Ability to recall the sequence of events.
4. Ability to retain and express ideas gained through reading.

The story may be typed in primer type, reproduced in manuscript writing, or written on the blackboard. Ask the pupils to read it silently. Then have various pupils tell the story.

FUNNY SALLY

One day Sally went for a walk.
At first she walked very fast.
Then she began to walk more and more slowly.
At last she said, "I will go back home.
Maybe Mother will read to me."

So Sally went home and found Mother.
Sally said, "I do not want to play outdoors.
I want you to read to me.
Please read to me."

Mother was not busy.
She went to find a book.
She said, "Here is a good book.
I will read this story to you.
This is a funny story."

Mother began to read to Sally.
The story was very funny.
But Sally did not laugh.
Do you know what she did?
She went to sleep.

Vocabulary review

To review the new words presented in Unit II and to check on accurate recognition of these words, list the 43 new words on the blackboard and use the procedures suggested on page 346 of this *Guidebook*.

Work-Book

Use pages 34 and 35. Pages 36 and 37 are test pages, which are described on pages 367-368 of this *Guidebook*.

Correlated Activities

Making illustrations

Have the pupils make illustrations for the story given in the Related Practice section of this lesson plan.

Independent reading

For selections the children may read independently, see the Bibliography on page 438 of this *Guidebook*.

Arranging an exhibit

Pupils may arrange an exhibit of things they have made during the reading of this unit, such as the clock faces and time schedules made in connection with the first story, toys they have repaired and pictures they have drawn or painted. Labels should be made for each group of articles.

Vocabulary Test II

Give Vocabulary Test II (Work-Book, pages 36 and 37). Instructions for administering the test and evaluating the results are given on pages 346-348 of this *Guidebook*.

<i>Billy</i> <i>Bill</i> <i>Patty</i>	wanted walked <i>worked</i>	<i>tree</i> time then	<i>don't</i> paint can't
---	-----------------------------------	-----------------------------	--------------------------------

found <i>feet</i> five	not new <i>next</i>	him <i>name</i> them	live <i>give</i> take
------------------------------	---------------------------	----------------------------	-----------------------------

umbrella <i>outdoors</i> animal	<i>bang</i> going thing	back buy <i>book</i>	has <i>as</i> last
---------------------------------------	-------------------------------	----------------------------	--------------------------

pocket <i>painted</i> pennies	<i>sleep</i> street store	<i>swish</i> splash school	rain <i>reads</i> after
-------------------------------------	---------------------------------	----------------------------------	-------------------------------

make man <i>made</i>	way <i>very</i> hurry	hello help <i>head</i>	name <i>next</i> can't
----------------------------	-----------------------------	------------------------------	------------------------------

busy store <i>story</i>	<i>began</i> wagon birthday	dinner your <i>slowly</i>	<i>laugh</i> know lost
-------------------------------	-----------------------------------	---------------------------------	------------------------------

<i>hurry</i> Patty happy	they there <i>things</i>	<i>dinner</i> slowly mother	story <i>slowly</i> sleep
--------------------------------	--------------------------------	-----------------------------------	---------------------------------

<i>making</i> going something	pocket <i>basket</i> splash	don't first <i>can't</i>	<i>poky</i> going jump
-------------------------------------	-----------------------------------	--------------------------------	------------------------------

out <i>old</i> let	<i>stop</i> swish hop	bump <i>busy</i> buy	three street <i>green</i>
--------------------------	-----------------------------	----------------------------	---------------------------------

dinner <i>after</i> away	<i>back</i> black barn	us Jim <i>his</i>	<i>once</i> old one
--------------------------------	------------------------------	-------------------------	---------------------------

which <i>were</i> walk	his her <i>has</i>	<i>colour</i> after came	paint <i>paint</i> put
------------------------------	--------------------------	--------------------------------	------------------------------

Bill <i>Bird</i> Blue	quack <i>laugh</i> laughed	<i>more</i> first going	there were <i>very</i>
-----------------------------	----------------------------------	-------------------------------	------------------------------

Unit III—Our Animal Friends

Content of the Unit

The third unit, "Our Animal Friends," introduces animal friends as the centre of interest. Stories about pets serve to introduce and establish the central theme of this group of stories. These stories feature dogs, a kitten, a turtle, and a rabbit.

Stories about common outdoor animals, such as squirrels and birds, carry forward and extend the theme of the unit. Only the familiar settings of home, school, and near-by yards are used as a background for the stories in this unit.

The strong interest appeal of these stories stimulates pupils to read other stories about animals and encourages them to relate what they read to their own experiences.

Preparation for Reading the Unit

Interest in animal friends may be aroused by conversation in which pupils tell about pets they have or would like to have. Encourage children to tell where they got their pets. Show pictures of pet stores and have pupils describe any pet stores they have seen. They may discuss how animals show their friendliness—the way a kitten purrs or a dog wags his tail. Then ask, "How can we be good friends to animals? How are animals good friends to us?"

The teacher may find it advisable to provide first-hand experiences to introduce animal friends as a centre of interest. A new pet, such as a turtle, a rabbit, or a canary, may be brought to the classroom for the children to take care of and enjoy. If there are pet stores or kennels in the community, an excursion to one of these may be planned.

Picture and story books about animals should be attractively arranged on the library table with the labels: *Come and read about animal friends. Here is a good story.* Pictures of pets and other animals may be displayed on the bulletin-board with appropriate labels, such as: *Animal Friends. A dog is a good friend. Here is a new animal friend.* When interest in animal friends has been aroused, introduce the new unit.

Happy Finds a Friend

(Pages 82-87)

NEW WORDS: *when some could wish ask coming*
be Nancy let's think

Preliminary Development

Presenting
vocabulary
in context

"Look at the picture on page 82. Did you ever see a store window like this one? What kind of store is this?" Elicit and write a *pet store* and have the line read. "Can you name the kinds of pets in the window?" As the children name them, write on the board: *some birds, some dogs, some chickens, some rabbits, some kittens*. Have the phrases read.

"What do you think Billy said *when he saw the pets?*" After the children have expressed opinions, say, "I think he is saying: *I wish I could have a pet.*" After the children have read the line, ask them to frame the word *wish* and the word *could*.

NOTE: If this story is used during two reading periods, pages 82 and 83 should be read as a unit, and the Preliminary Development should be concluded at this point.

"Billy wanted a pet very much. What do you do when you want something very much?" Elicit and present *ask Father (or Mother)*. "Maybe Billy will do just what you would do. Look at the picture on page 83. Who is the man *coming* out of the door? Which pet *do you think* Billy wants? Do you think he is wishing that the little black dog *could be* his dog?" Have pupils frame the words *could* and *be*. After the pupils have discussed the picture, say, "*Let's read* to see if Billy will get this pet." Have the pupils read the phrase and indicate the word *Let's*.

NOTE: The word *Nancy* will be presented in the Guided Reading.

Reading from the Book

Guided
reading

Page 82: Ask the children to read the title. "Why do you suppose our story is called 'Happy Finds a Friend'? Which animal do you think is called Happy? Do you think Billy saw all the animals that we see in the window? You may read this whole page to yourself to find out." As the pupils read silently, give help if it is needed.

Page 83: "Let's find out what happened next. What do the first two lines tell you? When the man came out, Billy began talking to him. You may read the rest of the page to yourself to find out what he said."

Pages 84-85: "Before we read the next page, let's see if you can remember something that you read before. Was Billy on his way to school or on his way home when he saw the little dog the first time?" Have pupils verify the answer by reference to the first sentence on page 82. "Now read the first sentence on page 84. Why do you think Billy went back to the pet store after school?" Guide the reading of pages 84 and 85.

Pages 86 and 87: "Here is a picture of Billy's whole family. He has a sister, too. Her name is *Nancy*." Write the word on the blackboard. "You may read the first part of this page to yourself and tell what Billy's family gave him for his birthday. Do you see something in the picture that makes you think he will get another present? Read all the rest of the story to yourself to find out what happened after Billy saw the basket. Then we will read this part aloud."

After the silent and oral reading of the last part of page 86 and page 87, ask, "Which present do you think Billy liked best? Do you like the name he and Nancy gave to the dog? If you had this dog for a pet, what would you name him?"

*Interpreting
and rereading
the story*

"We haven't read many stories about Billy, and so we don't know much about what kind of boy he is. Let's reread all the things Billy said in this story to see what they tell about him."

Some of the things the children should notice about Billy are: he liked animals, especially dogs; he was excited about the little black dog and wanted to have him; he remembered to say "please" and "thank you," etc.

Related Practice

*Interpreting
thought
questions*

To give practice in interpreting thought questions, write the word *Think* on the board and under it these questions:

- When is your birthday?
- Is your birthday coming soon?
- What do you want for your birthday?
- What do you wish you could do on that day?

Tell the children that you are going to ask them to think about something they will like to think about. Point to the word *think* and say, "What does this word tell you to do? Read the first question and see if you can think of the answer."

Clarifying meanings

To clarify the meaning of known contractions, write the words *can't* and *can not* on the blackboard and explain that they mean the same thing. Then write on the blackboard the sentences *I do not see Happy* and *I wish I could find him*, and have the lines read. Change *do not* to *don't*, have the line read, and bring out the fact that *don't* means the same as *do not*. Write the line *Let's think*, and change *Let's* to *Let us*.

Work-Book

Use pages 38, 39, and 40.

Correlated Activities**Dramatic play**

Have the children draw a large picture or mural of a pet-store window with many different kinds of pets in it to use as a backdrop for dramatic-play activities. One child may be selected to be the storekeeper, and the other children may take turns coming to the store, looking at the pets in the window, and choosing the one each would like to have. In conversations with the storekeeper each child should tell why he likes the pet he has chosen. This type of activity promotes ability to talk spontaneously and easily in a given situation.

Independent reading

Children who read stories suggested in the Bibliography on page 438 of this *Guidebook* should have an opportunity to tell other pupils about the selections they have read.

Hearing stories

The teacher may read aloud *Bobby Wanted a Pony*, by Dorothy and Marguerite Bryan, and then place the book on the library table for the pupils to enjoy.

Puff Has a Ride

(Pages 88-91)

NEW WORDS: *milk* *called* *from* *of*

Preliminary Development**Presenting vocabulary in context**

"One morning the milk man left *some milk* at Dick and Jane's house. He put two bottles of milk on the porch, and went back and got into his wagon. He had many bottles of milk. Just then Mother *ran out of the house* and *called to him*, 'I want three bottles of *milk* this morning. May I have another bottle?' The milk man jumped *out of his milk wagon* again. He took a bottle of milk *from the wagon* and gave it to Mother. 'Thank you,' she said. 'Now I shall not have to get milk *from the store*.'"

Approach to the story

"Dick and Jane like milk to drink. Is there anyone else in this family who likes milk?" After the pupils name Sally, say, "This family has some pets, too. Which one of the children's pets needs milk every day? We are going to read a story about Puff. Do you suppose she will get any of the milk Mother bought?"

Reading from the Book**Guided reading**

Ask the children to turn to the stories about *Our Animal Friends*, find the name of a story about Puff, and locate the story in their books. Guide the reading of this story using such procedures as those suggested in preceding lesson plans.

Rereading

To give the children practice in skimming a page for the purpose of checking on details, such questions as the following should be asked during the rereading of the story: "Look on page 88. In what two places did Dick look for Puff? Show me the lines that tell you. The man from the store said he would try to find Puff. When did he say he would look for her?" The children should read the last line on page 89.

Related Practice**Clarifying meanings**

To associate clear meanings with prepositions, write the words *in*, *of*, *to*, *from*, *out of*, *away from* on the blackboard and give the children oral directions, such as the following: "Take a book *from* the table. Put it *in* your desk. Go *to* the door. Come *to* the blackboard. Now go *away from* it. Find some pieces *of* paper. Bring one *of* them *to* me. Take something *out of* your desk. Bring it *to* me." As directions are given, indicate the corresponding preposition on the board.

Phonetic analysis

To develop the ability to recognize words which are like other words except for the beginning consonant, follow the procedures suggested on pages 331-332 of this *Guidebook*. By substitution of initial consonants change the following words to those in parentheses: *me* (*he*); *be* (*he*); *we* (*he*); *Tim* (*him*); *Jim* (*him*). Change each of the following known words to the word in parentheses and have pupils pronounce the new word: *now* (*how*); *cow* (*how*); *cat* (*hat*); *sat* (*hat*).

Write the following sentences and ask various pupils to read them: *Do you know how Dick called Puff? How did Puff get into the milk wagon? He has a hat on his head.*

Work-Book

Use pages 41 and 42.

Correlated Activities

Language experiences

To promote ability to use descriptive words and to extend the pupils' vocabulary, ask the children to tell all the interesting things about a kitten they can think of—for example: "A kitten feels soft and furry. It rubs against your legs and purrs. At night its eyes shine in the dark."

Hearing stories

Read to the children other stories about kittens, such as "How Spot Found a Home," by Lucy S. Mitchell, from *Here and Now Story Book*, and *Buttons*, by Thomas P. Robinson. The latter should be placed on the library table.

A Friend Comes to School

(Pages 92-96)

NEW WORDS: room had door jumped bumped yard

Preliminary Development

Presenting vocabulary in context

"The story we are going to read today reminds me of one we read in another book." Show the pictures in the story "Fun at School," pages 147-151 of *Fun with Dick and Jane*.

Ask the pupils if they remember what happened in this story. After they have recalled and retold the story, show the picture on page 147 and say, "Dick and Jane stopped in the yard to wave to Mother and Sally. What did they have under their arms?" Elicit and present *They had books*. Show the picture on page 149 and say, "Where are Sally and Spot in this picture? Elicit and present *at the door of the schoolroom*. Show the picture on page 150 and say, "Where are Sally and Spot now?" Elicit and present *in the schoolroom*.

NOTE: The words *bumped* and *jumped* should be recognized by the use of context and phonetic clues.

Reading from the Book

"We are going to read another story today that tells about someone's pet coming to school. Let's find the story 'A Friend Comes to School' and look at the first picture."

Guided reading

Page 92: "Let's read this page to see what it tells us about the children in the schoolroom." After the silent reading direct attention to the picture at the top of the page and ask, "Which girl in this picture is Susan? Read the lines that tell you which one she is. Which boy is Billy? Which boy is Jim?"

Page 93: "Now we see what pet came to school. Whose pet is this? Do you think any of the children have seen Happy? Read this page to yourself to find out who saw him first." After the silent reading ask, "Which boy is Jack? How do you know? What do you suppose Happy will do next?"

Page 94: "Read the page to yourself and tell what Happy did."

Page 95: "Happy was so excited that he bumped into many things. How would you feel if your dog did this? Most of the children in the class thought Happy was funny, but what do you suppose Billy thought? Read this page to yourselves and tell what he said to Happy." After the reading and discussion say, "Who would like to read what Billy said just the way you think he talked?"

Page 96: "Read this page to yourself and tell what Happy did next. How do you know that Happy was glad to see Billy when Billy came out of school?"

Interpreting
the story

To heighten the pupils' appreciation of the mood and humor of the story, lead them to observe how different the schoolroom was before and after Happy came. They should contrast the quiet, busy scene in the first part of the story with the confusion Happy created. "What do you think the children did after Happy had been sent outside?" Bring out the idea that they must have been busy putting things in order.

Rereading

Ask the children to pretend that Happy came to their classroom. Then ask them to read the story aloud as if they were telling it about themselves.

Related Practice

Selecting
relevant
ideas

To give practice in selecting relevant ideas, write the following phrases in a column on the blackboard: *has doors, is in a ball, has a yard, can think, can not talk, has rooms in it, is not on the farm, is in a barn, has a back door.* Then write the word *house* at the left of the column of phrases. Direct the pupils to read the phrases and cross out the ones which do not tell something about a house.

Phonetic
analysis

To develop the ability to recognize the similarity in the appearance and sound of words which are alike except for the final consonant, write the words *has* and *had*. Ask pupils to pronounce the two words and indicate the parts of the two words which do not sound alike. Then interchange the final consonants, and have the two words pronounced again.

Write the words *has*, *had*, *hat*, and *ham* in a column and ask the children if they can pronounce the last two words. Write the sentence *Some boys like to eat ham*, and have it read.

*Individual
practice*

To give further practice in selecting relevant ideas, reproduce the following:

Where could a girl go?	
away from the house.	out of the yard.
out of a room.	down the street.
into a ball.	under a door.

Direct the pupils to read each phrase and underline those which answer the question correctly.

Work-Book

Use pages 43 and 44.

Correlated Activities

*Independent
reading*

Tell the pupils that in the books on the library table or bookshelf there are stories about funny things that happened when pets came to school. (See the Bibliography on page 438 of this *Guidebook*.) Have them make book marks with a picture of a pet on each one. Provide an opportunity for pupils to read stories aloud or to tell what happened in a story they have read and compare it with "A Friend Comes to School."

Poky Gets Lost

(Pages 97-100)

NEW WORDS: *feed* *night* *every* *behind* *dear* *everywhere*
morning

Preliminary Development

*Presenting
vocabulary
in context*

"How often do you feed your pets? We must *feed some pets* often. Some we feed only once a day, but some we must feed *every night* and *every morning*."

"In one of our stories Dick wanted to *feed* Puff, but he couldn't find her. He looked *everywhere*." Have the pupils find the little word *where* in this word. Then cover *where* and say, "What is the first part of this word?"

"Now we are going to read another story about a pet that got lost. Nancy started to feed the pets at school. She looked everywhere for one of the pets—*under every thing* and *behind every door*—but she couldn't find him. She liked this pet so much that she called him a *dear little pet*."

Reading from the Book

Have the children look in the table of contents to find which pet got lost. After they have found the title and the page, say, "We know what happened when Puff got lost. Now let's find out what happened to Poky when he got lost."

Guided reading

Page 97: "All the children are looking at Poky. If we read the page, we shall find out why." When pupils have read the page silently, ask, "Why did Nancy want the children to look at Poky? What did Poky do then?"

Page 98: "Soon it was time for the children to go home. Nancy stayed after the other children had gone. Read this page to yourself to find out what she did." After the silent reading ask, "What animals did Nancy feed before she went to get something for Poky? Where is Poky in the picture at the bottom of the page? We are going to have a surprise on the next page."

Page 99: "Where do you think Poky is now? Read this page to yourself to see if Nancy can find him." After the silent reading discuss what this page tells that the picture doesn't show.

Page 100: "When Nancy got home, she told her mother about Poky. Read the first part of the page to find out where Mother thought Poky might be. Now Nancy is going to have another surprise. Read to find out what it is. Where was Poky all the time Nancy was looking for him? Why do you think Nancy is smiling in the picture?"

Rereading

To check on comprehension and to give practice in reading to verify statements given in answer to a question, ask each of the following questions and have it answered orally. Then ask pupils to find and read sentences from the book to make sure that their answers are right. "What did Poky do when all the children ran to look at him? What other pets besides Poky were in the classroom? Why did Nancy have to hurry home from school? How did Nancy discover that Poky was in her pocket?" Have the entire story read orally to fuse the plot incidents into a story whole.

Extending interpretation

"What does this story tell you about Nancy?" Pupils should mention how careful she was about feeding the pets, how worried she was about Poky, and how pleased she was when she found him.

Related Practice

Associating relevant ideas

To develop further the ability to associate relevant ideas write the following on the blackboard:

When could a boy feed his pets? every morning
 in the house
 at night

Have the pupils read the question. Then have each of the three phrases at the right read aloud. Discuss each phrase and underline those which tell *when* a boy could feed his pet. Bring out the idea that *in the house* tells *where* he might feed the pets, not *when*.

Continue with the following:

Where could a boy go? into the house
 in the morning
 to the store

What could a girl do? feed a dear little pet
 look everywhere
 in the school room

Phonetic analysis

To develop the ability to recognize words which are alike except for the beginning consonant, follow the procedures suggested on pages 331-332 of this *Guidebook*. By substitution of initial consonants change the following words to those in parentheses: *run (fun)*; *last (fast)*.

Change the known word *well* to the unknown word *fell* and ask the pupils to pronounce the new word.

Write the following sentences and ask various pupils to read them. Note their ability to recognize the word *tell*.

Something fell out of the basket.

We can tell a story.

Work-Book

Use pages 45 and 46.

Correlated Activities

Using ideas gained from reading

Pupils may discuss their own responsibility for classroom tasks, such as feeding pets and providing clean water for them, watering flowers, tidying up the library table, etc., and decide on things they can take turns doing. Post lists of things to do and the names of pupils who are to do them.

Independent reading

See the Bibliography on page 438 of this *Guidebook* for selections for the children to read.

Bunny Boy

(Pages 101-106)

NEW WORDS: *Bunny* *open* *surprise* *fell* *helped*
thought *just* *another* *how* *Dick's*

Preliminary Development

presenting
vocabulary
in context

"Dick had a pet rabbit named *Bunny Boy*. *Bunny Boy* had a good house to live in. Dick thought *Bunny Boy* couldn't get out, but one day Dick had a big surprise. When he went to feed *Bunny Boy*, the rabbit wasn't there. The door to his little house wasn't closed." Write *The door was open* and ask the pupils to read the line, inferring the word *open* from context clues.

"How do you suppose that door got open? Dick *thought and thought*, but he couldn't figure it out. Would you like to read this story to see how the door got open, and what *Bunny Boy* did after he got out?"

NOTE: If this story is used during two reading periods, the Preliminary Development should be concluded at this point.

"Dick was wondering where his pet could be. *Just* then he heard something. He heard *another pet* barking. Which pet do you suppose that was? Another one of *Dick's pets* said 'Mew, mew.' This is an exciting story. It has *another surprise* in it that I haven't told you about. How can we find out what it is?"

NOTE: The words *fell*, *helped*, and *how* should be recognized from phonetic clues.

Reading from the Book

Guided
reading

Page 101: "Read this page to yourself to find out what it tells you about *Bunny Boy*." After the silent reading call attention to the picture and say, "This picture tells you something more about one thing that happened." Have the fourth sentence on the page read and lead the children to observe that the picture shows how the rabbit opened the door.

Page 102: "*Bunny Boy* has a surprise on this page; read the page to yourself and tell what the surprise is." To check on ability to recognize the word *fell* from phonetic clues, ask the children to tell what happened to *Bunny Boy* when he jumped through the doorway. Have the three sentences containing the word *fell* read aloud. Then ask, "Where do you think *Bunny*

Boy is now?" Children should be led to observe that the rabbit has fallen into the coal cellar or coal bin.

Page 103: "It was time for Dick to feed his pets. Read this page and tell what happened."

NOTE: If this story is to be read during two reading periods, the first period should close here.

Page 104: "Read this page to yourself to find out why Spot and Puff are running to the door. Read aloud the lines that tell what they heard. What did Father say? What do you think was making the bumping noises?"

Page 105: "Oh, my, see what happened when Father opened the door! Does this rabbit look like Bunny Boy? Let's read the page to see what Jane said. What does this page tell us that the picture doesn't show?"

Page 106: "What is Puff doing to the rabbit? Now do you think Dick and Jane will guess what rabbit this is? This page will tell us. Let's read it. How did Bunny Boy get so black?"

*Interpreting
the story*

During informal discussion of the story ask the pupils if they were surprised when Puff started to make Bunny Boy clean. "Have you ever seen a mother cat washing her kittens?" Compare this with the way Puff washed Bunny Boy.

Rereading

To promote ability to read longer units independently, have the pupils reread the story silently to decide which part they like best. Some pupils may read their favorite part orally.

Related Practice

*Extending
meanings*

To extend meanings and to promote rapid recognition of sight words, write the following words on the blackboard in mixed order: *fell, How, thought, Bunny, outdoors, surprise, girl, umbrella, Dick's, open, just, helped, another.*

Tell the following story, pausing wherever there is a blank. Point to the word in the above list needed to complete the meaning and have the children pronounce it.

"One day when Dick woke up, he could hear the rain splashing on the roof. It _____ with a splash on the street and on the sidewalk. '_____ hard it is raining,' _____ Dick. '_____ Boy doesn't like the rain. I must bring him inside.' So he got dressed and went _____.

"What a _____ Dick had! He saw a little _____ standing by the rabbit's pen. She had a big _____, and she was holding it over Bunny Boy. 'You are _____ rab-

bit,' she was saying. 'You don't like the rain. I will keep you dry.'

"'Sally,' called Dick. 'What are you trying to do?'

"'Oh, Dick,' said Sally. 'Please help me. I could not _____ the pen, but I can keep Bunny Boy dry. You came _____ in time.'

"'Funny Sally,' laughed Dick. 'You _____ my rabbit, and so I will help you.' So Dick helped Sally take Bunny Boy to _____ place. They took him into the house."

**Phonetic
analysis**

1. To give practice in recognizing the similarity in appearance and sound of words which are alike except for the initial consonant, write the following words on the blackboard in four columns:

hat	day	Bill	book
cat	way	ball	boat
can	sat	will	look
sat	say	but	boy
say	said	with	looked

Have the children pronounce the words in each column and indicate those that look and sound alike except for the beginning letter.

2. To give practice in recognizing new words independently by using both context and phonetic clues, write the following sentences on the blackboard one at a time and have them read. The teacher should carefully note the child's ability to read the italicized words.

Jack and *Jill* went up the *hill*.
A *fat* pig was on the farm.
You *may* have a *nut*.
They *took* something with them.

Work-Book

Use pages 47, 48, 49, and 50.

Correlated Activities

**Experience
records**

Provide an opportunity for the children to tell about experiences they have had with rabbits as pets or about wild rabbits they have seen in fields or parks. Discussion should bring out the distinctive and appealing characteristics of rabbits, such as soft fur, long ears, funny nose, little tail, and the way they go hop, hop, hop. Some of these observations may be made into group stories or poems.

**Independent
reading**

Tell the children that there are some stories about rabbits in the books on the library table (Bibliography, page 439).

Who Took the Nuts?

(Pages 107-111)

NEW WORDS: *took nuts gray squirrel any snow food*

Preliminary Development

Presenting concepts

Ask the children to recall all of the animal friends they have read about in this section of the book. Bring out the idea that all of the stories so far have told about pets. Ask the children to name and tell about animals they see on the way to school that are not pets, such as squirrels and birds. As some pupil mentions *squirrels*, write the word on the blackboard. During the conversation bring out the fact that some squirrels are red and some are gray. Talk about the places where squirrels live and the food they eat. Bring out the idea that squirrels store nuts in the fall and then eat them in the winter.

Talk about the fact that when snow covers the ground in winter, we sometimes have to feed the squirrels and birds, or they will not have enough food.

NOTE: This development of concepts should be adapted to fit the environmental background of pupils. In regions where there is no snow teachers should make clear that in some parts of the country snow covers the ground and makes it difficult for animals to get food.

Presenting vocabulary

After this informal discussion say, "The story we are going to read today is about a little *gray squirrel*. I don't think anyone is going to have to give him *any food* when the *snow* comes, because in our story today he is working hard taking *one nut after another* up in a tree. The name of our story is *Who Took the Nuts?* I think you know who took them. Let's read to find out how the squirrel surprised Dick and Jane."

Reading from the Book

"Find the title 'Who Took the Nuts?' in the table of contents. See what page the story is on and then turn to it in your books."

Guided reading

Page 107: "What is Dick pointing to in the picture? Where do you suppose the nuts came from? Can you guess what Dick and Jane are going to do with them? Read the page to yourself to find out." After the silent reading ask, "What does this page tell you that the picture doesn't show?"

Page 108: "After Jane and Dick had filled their basket, they did something else. Read the first part of the page and tell us what they did. Look at the picture on this page. What do you think is going to happen now? Read the rest of the page to find out if you are right."

Page 109: "My, how happy Gray Squirrel was when he saw all those nuts! What do you think he did? Read the page to find out if you are right."

Page 110: "What do you suppose Dick and Jane thought when they came back?" To check on the understanding of the meaning of "any," ask children to read the part that makes them know the squirrel took all of the nuts. "Read the rest of the page and tell what happened next."

Page 111: "Wouldn't you like to read all of this page to see how Dick and Jane found out who took the nuts?" After the silent reading ask, "Read aloud the lines that tell what Dick did when the nut fell on his head. Read what he said. Now read what Grandmother said about Gray Squirrel."

*Rereading and
interpreting
the story*

To promote understanding and appreciation of the plot structure of this story, have the pupils make a time schedule of the events. They should skim the story first to tell the main divisions—when Dick and Jane first found the nuts (one morning at the farm), when they left the basket of nuts under the tree (time to help get dinner), when Gray Squirrel stopped working (time to sleep), when Dick and Jane came back (next morning). Then have pupils read sections of the story aloud to show what happened during each interval. "The story doesn't tell us what Dick and Jane were doing all this time. What are some of the things they might have been doing at the farm?"

Related Practice

*Making
judgments*

To promote the ability to weigh and evaluate facts and to make judgments, write the following sentences on the board:

Squirrels eat nuts for food.	Some squirrels are gray.
Any animal eats nuts.	All squirrels are gray.
Some squirrels live where there is snow.	

Have each sentence read aloud and discuss whether or not it is true and why. When the children decide that a statement is true, write *Yes* after it. When they decide a statement is not true, write *No* after it.

Phonetic analysis

To promote the ability to recognize words which are alike except for the initial consonants, follow the procedures suggested on pages 331-332 of this *Guidebook*. By substitution of initial consonants change *book* to *took* and *look* to *took*. Interchange these initial consonants several times.

To check the child's ability to recognize new words from context and phonetic clues, write the following sentence and have it read: *It was time for Mother to cook dinner.*

If any pupil has difficulty in recognizing the word *cook*, compare it with the words *book*, *took*, and *look*.

Individual practice

For children who have difficulty in classifying according to simple criteria, reproduce the following exercise on large sheets of paper. At the top of each sheet put:

Animals		Big
Little		

At the bottom of each sheet list the following words: *horse, duck, rabbit, squirrel, cat, cow, chicken, bird.*

Direct the children to look at the names of all the animals at the bottom of the paper and decide whether each animal is big or little. Then direct them to cut the names of the animals from the bottom of the paper and paste them on the paper in columns so that all the names of little animals are on the left under the word *Little* and all of the names of big animals are on the right under the word *Big*.

Work-Book

Use pages 51 and 52.

Correlated Activities**Extending concepts**

Activities initiated during the science period should extend the pupils' knowledge of seasonal adaptation of animals. Pupils may make lists and collect pictures of other animals that store food for winter, of animals whose fur grows thick and warm, of animals that sleep during winter, of those that go away to places where it is warmer.

NOTE: Teachers should adapt this activity to extend the concepts of seasonal adaptation of animals in their own locality.

Independent reading

Have the children consult animal picture books and other books on the library table and read other informational and story material (Bibliography, pages 434 and 439).

Hearing poems

Read aloud such poems as "Whisky Frisky," author unknown, from *Picture Book of Poems*, and "The Squirrel," author unknown, from *Sung under the Silver Umbrella*.

The Snow Party

(Pages 112-116)

NEW WORDS: *party* *corn* *apples*

Preliminary Development

Presenting
concepts and
vocabulary

"When Dick found out that Gray Squirrel had taken the nuts, he said, 'When the snow comes, he will have some food to eat.' Does your mother ever put out crumbs for the birds or nuts for the squirrels when the snow covers the ground and it is hard for animals to get food?"

Talk about feeding tables and food that might be put out for the birds and squirrels or rabbits. As children suggest *apples* and *corn* and *nuts*, write the words on the blackboard.

"Today we are going to read a story about something that happened when the ground was all covered with snow. The name of the story is 'The Snow Party.' Did you ever hear of a *snow party*? What kind of party do you think it could be?"

NOTE: This story gives an opportunity to impress the meaning of the word *behind*, introduced on page 99.

Reading from the Book

Guided
reading

Have pupils find the story "The Snow Party" in their books.

Page 112: "What do you see on the ground in this picture? Where else is there some snow? I wonder who lives in that big red house? Let's read the page to find out." After the silent reading ask, "Whose house is it? Read the lines which tell you that Susan liked the snow. Read what Susan's father said about going outdoors in the snow."

Page 113: "Susan can't understand what her father means when he talks about a snow party. Do you know what he means? Let's read the page to find out some more about it."

Page 114: "Now we will find out some more about the party." After the silent reading and discussion say, "What kind of party did Susan think they were going to have?"

Page 115: "It is almost time for the party to begin. At last Susan has an idea about who is coming. Read what she said. Do you suppose Susan will guess right? Look at the picture. Why do you suppose Father and Susan are behind a tree? Read the rest of the page to find out."

Page 116: "Now we know who came to the party! But there were more birds and animals than we see in the picture. Read the page to yourself to find out what animals came." After the silent reading and discussion, check comprehension by asking, "Read the part that tells what the birds ate; what the squirrel and the rabbit ate."

**Rereading
and extending
interpretation**

"Would you like to have a party like this some day? Let's read the story again to make sure we know all the things Father and Susan did for their snow party. When you come to something you think we should remember if we were planning a snow party, I will write it on the board." Write the heading *For a Snow Party* on the board. As the story is read aloud in thought units, list points suggested by the pupils.

Related Practice

Classifying

To give practice in classifying according to simple criteria, write the following words in a column on the blackboard: *milk, apples, corn, cookies, nuts, squirrel, cat, rabbit, bird, Jane, Dick, Susan, Peter.*

Then write these three words on the blackboard so that each may be used as the beginning of a separate column:

Children

Foods

Animals

Have the children find all of the words in the first list that belong under the word *children*, those under the word *foods*, and those under the word *animals*. As the pupils select the words, write them in a column under each word.

**Recognition
of compound
words**

To promote the ability to recognize compound words which are made up of two known words, write the following on the blackboard: *everywhere, something, into, outdoors*. Have the children frame and pronounce the two words in each compound word.

Write the words *some, in, one, doors*. Pronounce the word *someone* and ask the children to find the two words they hear in it. Then write *someone* and have it pronounced. Continue with *indoors*.

Work-Book

Use page 53.

Correlated Activities

**Applying ideas
gained from
reading**

In winter or early spring pupils may have a snow party, or they may construct a feeding station for birds to be put up near the school and observed from the classroom window.

Red Hen and the Valentine

(Pages 117-120)

NEW WORDS: *valentine* *cents* *an* *nest*

Preliminary Development

Presenting
concepts

"Did you ever buy a valentine? How much did you have to pay for it?" Bring out the idea that some valentines cost a cent, some more than a cent. "What did the words on your valentine say?" Write some of the simplest valentine sentiments on the board. Have the children read them. "Did you give your valentine to someone? Did you write this on it?" Write on the board *From John to Mary*. "I know you are going to enjoy the next story, because it is about a valentine. The name of the story is 'Red Hen and the Valentine.' What do you suppose Red Hen had to do with a valentine?"

Presenting
vocabulary

Have the children turn to page 117. Write the word *valentine* on the blackboard and ask the pupils to find it in the title. Allow the children to talk about the picture, and ask them if they have ever seen valentines in a rack like that. "Let's look at the next picture in this story (page 119). Now what do you suppose that hen has to do with valentines? What do you see *in the nest*?" Elicit and present *an egg*.

Reading from the Book

Guided
reading

Pages 117-118: "You may read the first two pages of this story to yourself to see if you can find out why the story is called 'Red Hen and the Valentine.'" Check on comprehension by asking questions similar to the following: "For whom did Billy want the valentine? Which valentine did he want? How much did the valentine cost? How many cents did Billy have? Can Billy buy the valentine? What will he have to do first?"

Pages 119-120: "Do you think Nancy will get the green and white valentine? Do you suppose Billy will write anything on it? You may read all the rest of the story to yourself to find out." After the silent reading and discussion check comprehension by asking questions similar to those suggested for pages 117-118.

Rereading

Have the children prepare to read orally "Red Hen and the Valentine." Then have them read "Patty and Her Pennies" orally. Ask them to compare what happened in the two stories and tell which one they like better and why.

Related Practice

Recognizing known parts of words

To give practice in recognizing known parts of words and in applying this technic in attacking new words, proceed as follows: Write the word *an* and say, "I can make a different word by adding one letter to the beginning of this word." Add *m* to make the word *man* and have it pronounced. By substituting initial consonants make *can*, *ran*, *man*, *fan*, *pan*.

Write the word *an* and say, "Now I'm going to make a different word by putting one letter on the end of this word." Add *d* to make the word *and*, and have it pronounced.

Then say, "I can make a new word by adding a letter to the beginning of the word *and*, too. I wonder if you can read it." Add *h* to make *hand* and have it pronounced. Change to *sand* and *band*. Interchange these consonants several times. Write the following sentences and have them read:

Have you two hands?
Do you like to play in the sand?
Did you ever put sand in a pan?

Individual practice

For children who need additional practice in following directions, reproduce the following sentences and ask the pupils to do what the sentences say:

Make a valentine.
Make it green and white.
Make it look pretty.
Write this on it, "To My Mother."
Take the valentine home to your mother.

Work-Book

Use page 54.

A Home in a Tree

(Pages 121-126)

NEW WORDS: *robins* *fly* *again*

Preliminary Development

Presenting concepts

If the time of year lends itself to an excursion to see a bird building a nest or a mother bird on a nest, such an activity should be planned as a background for the story. The following concepts should be clarified: (1) birds build nests in which the mother bird lays eggs; (2) birds sit on the eggs

to keep them warm so that they will hatch; (3) some time elapses before the baby birds are hatched (about two weeks in the case of robins); (4) most young birds are helpless and have to be fed by the parents.

**Presenting
vocabulary**

"What birds do you know that have red breasts?" Elicit and present *robin*. "Did you ever see a robin build a nest? In the story we are going to read today Jim and Patty saw two robins building a home in a tree. *Again and again* they saw the robins fly back and forth building their home. One day the children had a surprise. Would you like to find out what it was? Jim and Patty helped the robin family, too. How do you suppose they helped them? Let's find the story 'A Home in a Tree' and read to find out."

Reading from the Book

If the teacher desires to promote further the ability to read simple story material independently, she may use this story for independent reading. Ask the pupils to read the entire story silently. Give individual help as needed during the silent reading. After a brief discussion of what the surprise was and how Jim and Patty helped the robin family, check comprehension by asking questions similar to those suggested below. Have pupils find and read the part that answers the question.

If the teacher desires, she may guide the reading in one- or two-page units, using the questions below.

**Guided
reading**

Page 121: "Where did the robins make their nest? How many eggs were in the nest?"

Page 122: "How did the children know which bird was the mother robin?"

Page 123: "Who saw the baby robins first? Did the baby robins eat very much?"

Page 124: "What happened to one baby robin? Why didn't the big robins put it back in the nest?"

Page 125: "Who saw the baby robin under the tree first? Who put it back in its nest?"

Page 126: "Where did the baby robins fly first? Why did the baby robins leave their home in the tree?"

**Extending
interpretation**

Have the children tell what might have happened to the baby bird if Jim hadn't put it back in its nest right away. Discuss other dangers that confront young birds and how people can help to lessen them.

Rereading

Have one child read aloud page 121. Then ask the others to describe what they saw (mental pictures) as he read. Continue with other descriptive parts of the story.

Related Practice**Vocabulary
review**

To review the new words in Unit III, select those which have presented difficulty in form or meaning. List these on the blackboard and use the procedures suggested on page 346 of this *Guidebook*.

Work-Book

Use pages 55 and 56. Pages 57 and 58 are test pages which are described on pages 391-392 of this *Guidebook*.

Correlated Activities**Classifying
and
generalizing**

1. Write the heading *Our Animal Friends* on the blackboard and ask the children to name the kinds of animals they have read about in this unit and in other stories. List the following animals as the children mention them: *bird, cow, hen, dog, cat, duck, rabbit, horse, squirrel, pony, turtle, pig.*

Have various pupils go to the board and indicate the animals that belong in such classifications as (a) animals that make their homes in trees, (b) animals that might make good pets, (c) animals that have four feet, (d) animals that have two feet, (e) animals that lay eggs.

Some of the above classifications are not fixed; they will be determined by the experiential background of the pupils. In this and in the following activities lead the pupils to give examples and to discuss the reasons why they include specific animals under a given heading.

Pupils should also give examples of exceptions to the classifications. For example: canaries are birds that do not usually make their homes in trees, a pony is a good pet on the farm but not in the city, etc.

2. Play a "makes me think of" game with the list of animals by writing the following groups of words on the blackboard and having the children indicate which kind of animal or animals each word makes them think of. Words may be written in the following groups: (a) *cluck, mew, bow-wow, quack*; (b) *nest, barn, hen house*; (c) *fly, hop, jump*. Vary this game by writing a mixed list of familiar words on the board, such as *nest, barn, fly, milk, robin, corn, eggs, bunny, nuts, gray, poky, pet, chicken, hop, apples*. Have various pupils select an animal and find all the words which that particular kind of animals makes them think of.

3. Have pupils build charts, such as the following, to classify animals:

	home	number of feet	what they can do
bird	nest	two	fly, make nests
dog	dog house	four	jump, play, say bow-wow
hen	hen house	two	give us eggs

Vocabulary Test III

Give Vocabulary Test III (Work-Book, pages 57 and 58). Instructions for administering the test and evaluating the results are given on pages 346-348 of this *Guidebook*.

story <i>yard</i> your	take tree <i>took</i>	<i>feed</i> sleep feet	nut nest <i>night</i>	thinks thank <i>thought</i>
------------------------------	-----------------------------	------------------------------	-----------------------------	-----------------------------------

<i>jumped</i> bumped jump	busy <i>just</i> must	Duck Don't <i>Dick's</i>	<i>bumped</i> jumped laughed	slowly mother <i>another</i>
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<i>robins</i> going rabbit	don't look <i>door</i>	after another <i>apples</i>	<i>squirrel</i> slower rabbit	began <i>behind</i> helped
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<i>helped</i> helps hello	gray guess day	surprise <i>valentine</i> squirrel	soon some <i>snow</i>	<i>corn</i> cars our	stop <i>cents</i> once
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<i>had</i> has head	nuts <i>nest</i> next	pony Patty <i>party</i>	<i>food</i> found door	hop <i>how</i> bump	<i>nuts</i> must next
---------------------------	-----------------------------	-------------------------------	------------------------------	---------------------------	-----------------------------

could cookie <i>called</i>	ate <i>ask</i> am	<i>milk</i> make know	<i>Bunny</i> Patty Sally	where <i>when</i> were
----------------------------------	-------------------------	-----------------------------	--------------------------------	------------------------------

making valentine <i>morning</i>	<i>coming</i> making colour	farm four <i>from</i>	<i>everywhere</i> every outdoors	door don't <i>dear</i>
---------------------------------------	-----------------------------------	-----------------------------	--	------------------------------

<i>open</i> pennies once	<i>every</i> funny gray	snow <i>some</i> once	robins squirrel <i>surprise</i>	<i>Nancy</i> Ma-ma Bunny
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bang began <i>again</i>	cluck <i>could</i> can't	<i>fell</i> hello well	which <i>wish</i> with	<i>let's</i> don't let	thank thing <i>think</i>
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<i>any</i> an ask	from <i>of</i> on	oh <i>be</i> he	<i>an</i> am and	how <i>fly</i> buy	came rain <i>room</i>
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Unit IV—Our Friends at Play

Content of the Unit

The unit "Our Friends at Play" brings to a satisfactory conclusion the realistic stories in *Our New Friends*. The child characters introduced in previous units engage in typical imaginative play activities characteristic of children. For example, boards and boxes become counters in stores, and an old umbrella becomes a merry-go-round. The humor inherent in everyday situations is high-lighted in such stories as "The Lost Toys," which introduces the unit theme, and "The Birthday Party," which concludes this group of stories. Throughout the unit the familiar home and neighborhood environment serves as a setting.

These stories are especially appealing to children because of their natural and realistic quality and because many of the ideas gained can be applied in the pupils' own play activities.

Preparation for Reading the Unit

Post on the bulletin-board a sign reading *Friends at Play* and mount under it several pictures of children playing games or playing with toys. Encourage the children to find similar pictures or to make drawings of themselves playing with their friends. These may be classified in various ways and mounted on the bulletin-board in groups, as for example, games played indoors, games played outdoors, play activities which are appropriate at different seasons and under different weather conditions, such as snow, rain, and wind.

During informal discussions lead the pupils to talk about problem situations which arise in play and how they are met by taking turns, sharing toys, thinking up new games to play, and planning things together.

Introducing the Unit

Have pupils locate the unit title page in their books and read the unit title. "Maybe we shall learn some new games to play when we read these stories about 'Our Friends at Play.'"

The Lost Toys

(Pages 128-132)

NEW WORDS: *Jane's* *over* *glad* *looking* *playing* *Sally's*

Preliminary Development

*Presenting
vocabulary
in context*

"Have you ever lost any of your toys? How did you find them? Did anyone help you? Were you *glad* to find them?"

"The first story in this new part of our book is about some toys that were lost. One of the toys that was lost was a ball. It belonged to Jane. This sentence tells us that it belonged to her. See if you can read it." Write *It was Jane's ball* and allow the pupils to read it, inferring the possessive *Jane's* from context. "One of the toys belonged to someone else. See if you can tell whose it was." Write *It was Sally's toy* and have the line read.

"I'll tell you how one of the toys got lost. One day Nancy and Jane *were playing* with Jane's ball. They bounced the ball again and again. But Nancy made a mistake. She bounced the ball too hard, and it went *over Jane's head*. While the girls *were looking* for the ball, they had many surprises. Our story will tell us about them."

Reading from the Book

*Guided
reading*

Page 128: "Look at the picture on this page and tell what the girls are doing. What kind of house is behind them? Do you think Jane will be able to catch the ball? You may read this page to yourself and tell what happened."

Page 129: "What have Jane and Nancy found behind the dog house? Maybe they will find the ball there, too. Read the page to yourself; then tell us if they did."

Pages 130 and 131: "Now someone else helps to look for Jane's ball. Do you see his name in the first line? You may read both of these pages to see whether Billy found the ball. What toys did he find?"

Page 132: "We know now who had the ball! Point to it in the picture. What do you think Happy is going to do with it? Maybe this page will tell us something about Happy and the toys. Read it to find out. How do you think the boat and the car got into Happy's house?"

Rereading and interpreting the story

To promote ability to draw inferences from details in a story, ask such questions as the following during the rereading.

1. "Which words tell you that Jane and Nancy were bouncing the ball instead of throwing it?" Picture clues tell this, but the pupils should also be able to tell from the phrase "down and up" in the first sentence of the story. Say, "What would this line have said if the girls had been tossing the ball to each other?" Elicit "back and forth."
2. "Do you think Nancy had been looking for her doll before she started to play ball with Jane?"
3. "Did Billy know what the girls were hunting for?"
4. "Were Billy and Jane and Nancy ready to give up after they had found the three toys?"
5. "The next time a toy is lost, where do you think the children will look for it?"

After the story has been reread, ask, "Was the boat, or the ball, or the doll lost first? Which was lost next?" Have the children reread to find the phrases *last night* and *this morning* to verify their answers. "Does this story tell us when Sally's car was lost? Do you think it was lost before the ball was?"

Related Practice**Recognizing word meanings**

To develop the ability to recognize appropriate meanings, write the following sentences and words on the blackboard, underlining the italicized words:

Dick was *glad* to have his boat again.

happy, not happy

The children were playing *in the yard*.

outdoors, in the house

The girls looked in the yard *again*.

once more, first

Have the first sentence read. Then ask the children which of the words on the right they could use in this sentence instead of *glad*. Continue with the other two sentences.

Recognizing word variants

To promote the ability to recognize word variants formed by adding *ing*, write the word *look* and have it pronounced. Add *ing* and have the word *looking* pronounced. Write each of the following words and add *ing*: *play, work, go, eat, walk, hurry, paint, sleep, laugh, jump, say*.

Work-Book

Use pages 59 and 60.

Correlated Activities

Composing original stories

During the language period children may volunteer to tell stories about toys they have lost and experiences they have had hunting for them. The pupils may decide whose story they liked best and why they liked it. The best stories may be recorded in chart form and illustrated.

Independent reading

Provide opportunities for the children to read independently selections from other books. (See the Bibliography on page 440 of this *Guidebook*.) Some of these selections should be read aloud in an audience situation.

Playing Store

(Pages 133-138)

NEW WORDS: *many* *other* *or* *nothing*

Preliminary Development

Presenting concepts

Encourage the pupils to tell about experiences they have had playing store—to describe the kind of store they had, what they sold, and where they got the things to put in their play store. Tell the pupils that the name of the next story is “Playing Store.”

Presenting vocabulary

“I think you can get the new words in our story for yourselves. One word has this little word in it.” Write *any*. Then say, “Here is the new word.” Add *m* to make *many* and have it pronounced. “You know this word.” Write *for*. Have it pronounced; then erase the letter *f* and have the word *or* pronounced.

Write *another*. Cover the last part and say, “What does the first part of this word say?” Cover *an* and say, “What does this part of the word say?” Write *other* and have it pronounced.

NOTE: The word *nothing* will be presented during the guided reading.

To present the words in context and clarify meanings, say, “When Dick was playing store he sold _____.” Write *many things* and have it read. “Jane wanted a store too. She wanted to sell _____.” Write *other things* and have it read. “Do you think she wanted to sell _____?” Write *pets or toys or food* and have the line read. “Let’s read the story to find out.”

Reading from the Book

Guided reading

Page: 133 "How do you know by looking at the picture what kind of store Dick had? Why do you think Dick has put the black umbrella over his store? One of the boys seems to be talking to the two little girls. I wonder what he is saying. When we read the page, we will find out."

After the pupils have finished reading the page, say, "Read aloud what Jack said to Jane and Ellen. Why did Jane and Ellen run into the house?"

Page 134: "What did Jane and Ellen get for their store? What kind of store will they have? Let's read the page to see what Jane is saying. Where do you think Jane found the things for her store?"

Page 135: "Look at the picture on the next page. What do you suppose Mother said?" Present *nothing* as the children suggest "nothing to eat," "nothing at all," "nothing in the ice-box," etc. "Do you think she knows where the food has gone? Let's read to find out. When we turn the page, we shall find someone else looking for something."

Page 136: "What do you suppose Sally is looking for? Let's read the page to find out what she is looking for and what she did."

Page 137: "Do you think Mother will help Sally find her toys? Maybe this page tells us. Let's read to find out." When the page has been read, ask, "What did Mother and Sally see when they went into the yard? Have you any idea what they will do next?"

Page 138: "Read the whole page to yourselves. When you finish, I am going to ask you to read it to me. Now who will read the first part of the page just the way Mother said it?"

Rereading

To give further practice in recognizing the central thought of a passage, have the story reread by thought units. After each thought unit has been read, call on two or three children to tell briefly what that part of the story is about.

Extending interpretation

The pupils should decide for themselves that it was not a good idea for Dick and Jane to take the things for playing store without asking permission. Discussion may be stimulated by such questions as: "Was it fair to Sally to borrow all her toys without asking her first?"

Related Practice

Associating meaning

To give practice in associating specific meanings with words which are more or less abstract, such as *some*, *many*, *nothing*, *once*, and *something*, proceed as follows:

Place four or five books on a chair in the front of the room. Write *Here are some books* and have it read. Point to the library table and write *There are many books*.

Remove the books from the chair and write, *Once some books were here. Now there is nothing here*. Have the sentences read aloud. Hold a book in one hand and write *I have something*. Put down the book and write *Now I have nothing*.

Put two blue books back on the chair. Write *Are there two books or three books here?* Have the children read the sentence and answer the question. Then write *Are the books blue or red?* Ask some child to read the sentence and give the answer.

Identifying known parts of words

To promote the ability to note and identify known parts of words, say, "Sometimes we can make a different word by adding one letter. Sometimes we can make a new word by taking away a letter." Write the word *Mother* and have it pronounced. Erase the *M* and have the word *other* pronounced. Then write *for* and erase the letter *f*. Continue with the following words: *many*, *man*, *hand*, *sat*.

Add a letter at the beginning of each of the following words to make the word in parentheses: *is* (*his*); *as* (*has*); *and* (*hand*); *or* (*for*); *other* (*Mother*); *at* (*fat*); *an* (*fan*); *eat* (*meat*).

Individual practice

To give further practice in classifying, reproduce the following on a large sheet of paper. At the top of the paper place the phrases *food store* and *toy store* as headings for two columns. Then list at the bottom of the paper the words: *apples*, *doll*, *ball*, *cookies*, *little cars*, *boats*, *wagon*, *eggs*, *milk*. Have the children draw a picture of each object under the appropriate heading.

Work-Book

Use page 61.

Correlated Activities

Extending ideas gained from reading

If pupils express a desire to play store, have them tell about the different kinds of stores in their neighborhood and decide which would be a good kind to have in the room.

Independent reading

Pupils may read other stories about playing store (Bibliography, page 440 of this *Guidebook*).

The Wind and the Umbrella

(Pages 139-141)

NEW WORDS: *wind push faster stopped pushed*

Preliminary Development

Presenting
vocabulary

"Have you ever listened to the wind? What sound does it make?" Present *oo-oo* as the sound of the wind. "Have you ever walked along the street on a windy day? Have you felt the *wind* push you from behind? What happened to you then? Did the wind make you *go faster*? What things can you think of that the wind can push? The *wind can push* many things. It can *push* (indicate the word) people and leaves and aeroplanes and boats. It can make all these things *go faster* (indicate). There is a story in our books that tells us how the wind pushed Dick and Jane. It is called 'The Wind and the Umbrella.' Do you suppose this story is about Dick and Jane's old black umbrella?"

NOTE: Children should be able to recognize the words *stopped* and *pushed* from context and phonetic clues.

Reading from the Book

Guided
reading

Page 139: During the picture study bring out the idea that Dick and Jane have thought of another way to play with their umbrella. "What do you think is making the wagon go? Why do you think Jane has put the umbrella up? Let's read the page to see if we can find out."

Page 140: "The first part of this page tells us some more about the wind and the wagon. Read it to yourselves to see how fast the wagon went. Now finish the page. It tells you what Dick and Jane decided to do next." To check on the recognition of the word *stopped*, have a pupil read aloud the line that tells what Dick did when it was time to go home. Have the pupils frame the word *stopped* and tell what little word they see in it. After the oral reading ask, "Do you think the wind will push Dick and Jane home?"

Page 141: "A funny thing happened when Dick and Jane turned around and started to go home. Can you guess from the picture what happened?" Have the first line read silently and orally to check on the recognition of the word *pushed*. "Which way do you think the wind pushed them? Read the page to see if it tells something the picture doesn't show."

After the silent reading ask, "What did the children do that the picture doesn't show? Read aloud what Jane said about the wind. Dick and Jane got fooled, didn't they? What did they have to do to get home?"

**Extending
interpretation**

To aid in accurate interpretation of the wind incidents in this story, have the pupils compare the pictures on pages 139 and 141. Have them indicate which way the wind is blowing in each picture. "What did Dick and Jane learn about the wind that they hadn't known before?" Ask pupils to tell about something they learned from reading the story.

Rereading

The children will enjoy rereading this story "just for fun." For oral reading have two pupils volunteer to read the conversational parts and another pupil the descriptive sections.

Related Practice

**Using
context
clues**

To give practice in using context clues to select the appropriate word to complete the meaning of a sentence, write the following on the blackboard:

The wind behind the umbrella made the wagon go _____.
fast, slowly
Then Dick pushed to make the wagon go _____.
faster, more slowly

Have the pupils read each sentence and select the appropriate word to complete it. Encircle the correct word.

**Perceiving
relationships**

To promote the ability to perceive relationships, write the following words on the blackboard: *wind, toy, rain, snow*. Tell the children that all of the words but one tell something about the weather. Ask them to find the one word that doesn't belong with the other words. Then ask the pupils to find the one word in each of the following groups that doesn't belong with the other words, and discuss why.

apples, wind, milk, nuts
feet, head, back, tree, hand
man, girl, toy, boy, children

**Phonetic
analysis**

To promote the ability to recognize the similarity in sound and appearance of words which are alike except for the final consonant, write the words *cat* and *can* and have the pupils indicate the parts of the words which do not sound alike. Interchange the final consonants, and have the words pronounced again.

Write the word *am*, and by substituting different final consonants make *at*, *an*, and *as*. Have each word pronounced.

In like manner interchange the final consonants in each of the following columns of words:

had	hen	him	hop	is	up
has	hem	his	hot	in	us
hat		hit		it	
		hid			

To give practice in using context and phonetic clues in recognizing new words, write the following words and sentences on the blackboard:

but him let
 We can ride in a *bus*.
 Can you *hit* a ball?
 Grandfather *led* the horse to the barn.

Tell the children that there is a new word in each sentence that looks like one of the words at the top except for the last letter. Have the sentences read. Note carefully the pupils' ability to recognize the italicized words. If a child evidences difficulty with any word, write it below the guide word and interchange the final consonants in the two words.

Work-Book Use page 62.

Correlated Activities

*Extending
 ideas gained
 from reading*

Ask the children to tell about fun they have had on a windy day, and have them draw pictures to display on the bulletin-board under the heading *The Wind Helps Us Play*. Have them make pinwheels out of colored paper. Mount these on sticks and place them outside the window to catch the wind. The class should observe that on some days the pinwheels go faster than on others, depending upon how hard the wind is blowing and the direction from which it is coming.

*Composing
 poems*

Read to the class such poems as "Who Has Seen the Wind?" by Christina G. Rossetti, and "The Wind," by Robert Louis Stevenson, from *Sung under the Silver Umbrella*, and suggest that the pupils compose group or individual poems about wind sounds and windy days.

*Independent
 reading*

Have the children read selections listed in the Bibliography on page 440 of this *Guidebook*.

Jane's Dear Old Doll

(Pages 142-146)

NEW WORDS: *Jill* *hill*

Preliminary Development

Presenting concepts

"Did you ever have an old doll that you liked better than any new one? We are going to read a story today called 'Jane's Dear Old Doll.' Why does that title make you think that Jane liked her old doll? Do you suppose she liked it better than her new ones? Maybe the story will tell us. Let's find the story in our books."

NOTE: The new vocabulary is not presented because the children should be able to recognize the words *Jill* and *hill* from context and phonetic clues. However, if the teacher desires to check the pupils' ability before the story is read, she may write the name of the doll (*Jill*) on the blackboard and see if the pupils can pronounce it. Then change the *J* to *h* and ask the pupils to say the new word you have made.

Reading from the Book

Guided reading

Page 142: "Which one of the dolls in the picture do you think is the old one? You may read this page to yourself, and then I am going to ask you some questions." After the silent reading ask, "What are the names of Jane's dolls? Show me which doll is Jill. Which lines tell you how the children and the dolls sat in the wagon? Look at the picture on the next page. Did they sit just that way?"

Pages 143-146: For each page have the children look at the picture and tell what is happening. Then direct the pupils to read the page silently to get ready to tell in their own words what happened. Lead them to express their opinions about Jane's decision to give away one of her dolls.

Extending interpretation

"Did the little girl who found Jane's dolls know to whom they belonged? What might she have done if she had known they were Jane's? Why did Jane decide to give her one of the dolls? Which doll would you have given her? Which do you like better—new toys or old toys? Why do you think Jane would be a nice friend to have? Why is 'Jane's Dear Old Doll' a good title for this story?"

Rereading

Have pupils read aloud the part of the story that tells about the ride in Jim's wagon and the part that tells about giving away one of the dolls.

Related Practice**Phonetic
analysis**

1. To strengthen the ability to recognize new words which are like known words except for the initial or final consonant, write the first word in each of the lists below and by substitution of different initial or final consonants make the other words in the list:

<i>Bill</i> , hill, will, till	<i>man</i> , mat, map
<i>tell</i> , well, fell, sell, bell	<i>man</i> , can, cat, fat, fan
<i>way</i> , day, say, may, pay	

NOTE: Pupils should have enough of this type of practice to enable them to recognize the new word instantly when either the initial or final consonant is changed.

2. To check on the child's ability to combine context and phonetic clues in recognizing words which are familiar in sound but not in appearance, proceed as suggested on page 401 of this *Guidebook*. Use the words *pet*, *found*, and *hill* as guides to recognition of the new words in the following sentences:

The walk was *wet*.
The ball was *round*.
Sally will *fill* the wagon with toys.

NOTE: If children have any difficulty in recognizing the initial consonant, tell them a word that has the same initial consonant (e.g., *walk*). Then ask them to tell you other words that they can think of that begin the same way.

**Individual
practice**

To give further practice in combining meaning, form, and sound clues to discriminate between words which are similar in sound and form but not in meaning, reproduce the following incomplete sentences and ask the children to underline the correct word for each sentence:

_____ took the dolls in his wagon.
Tim, Jim
The wagon went over a _____.
bump, jump
The dolls fell out on the _____.
hill, Jill
Jane said, "You _____ have my new doll."
may, way
"_____ is my dear old doll."
Jill, hill

Round and Round

(Pages 147-149)

NEW WORDS: *round* *merry-go-round* *asked*

Preliminary Development

*Presenting
vocabulary
in context*

"Have any of you ever had a ride on a merry-go-round?" Ask the pupils who know what a merry-go-round is to tell about it. If they can't describe it, display the pictures on pages 185, 186, and 187. Then say, "Yes, a *merry-go-round* (write the word) goes round and round, and people can ride on it. In the story we are going to read today Dick is playing with a make-believe merry-go-round. It was a merry-go-round that he thought up himself, not a real one. What do you think he used to make it? It must have been something that he could make go round and round."

NOTE: Children should be able to recognize the words *asked* and *round* from phonetic and context clues.

Reading from the Book

"Now we will read to find out what Dick's make-believe merry-go-round was. The name of the story is 'Round and Round.' Can you find this story?"

*Guided
reading*

Page 147: "What is Dick using for a merry-go-round?" Bring out the idea that Dick and Jane could think of many ways to play with the old black umbrella. "Do you ever play this way with an old umbrella? Do you think it makes a good merry-go-round? Read the page to yourself to find out what the children are saying."

Pages 148 and 149: "Jane and Sally have an idea about who can ride with Dick. Let's read the first part of page 148 to see what it is. The dolls were having a fine ride until something went wrong. Read the rest of the story to yourself and tell what happened. What did the dogs and the dolls say? Read aloud what Dick said about the merry-go-round."

Rereading

To promote appreciation of the humor of this story, have it read aloud just for fun. Various pupils should be selected to read the conversational parts of the story, including the barks of the dogs and the "ma-ma" of the dolls. Other children may take turns reading the narrative sections.

Related Practice

Making inferences

To promote the ability to make inferences based on story facts and to give practice in skimming to find specific parts of a story, write the question *Did Dick think the children could ride on his merry-go-round?* Have the question read. After pupils have volunteered opinions, ask them to find and read aloud the part of the story that makes us know he thought they could.

Continue with the following questions: *Did Dick play merry-go-round after the dogs and dolls fell out? Did the dogs go round and round in the big umbrella?*

Phonetic analysis

To strengthen the ability to recognize new words through the use of context clues and phonetic analysis, write the following question on the blackboard and ask the children to read it silently and answer it orally: *What did Dick call the old umbrella?* Then say, "How did you know this word was *call*?" (Indicate the word in the sentence.) Pupils may respond in various ways. Lead them to observe (1) that the word looks like *ball* except for the first letter, (2) that it has the little word *all* in it, (3) that it looks like the first part of *called*.

Then say, "How did you know the word wasn't *tall*?" Bring out the idea that the word *tall* doesn't fit in the sentence, and that *call* begins with the letter *c*.

Work-Book

Use pages 64 and 65.

Correlated Activities

Using ideas gained from reading

Let the children play the merry-go-round game with an old umbrella. Have them make up a rime to say or a song to sing as they take turns twirling the umbrella.

The Wind and the Toys

(Pages 150-153)

NEW WORDS: *around* *along*

Preliminary Development

Presenting vocabulary in context

"Do you remember the story we read about 'The Wind and the Umbrella'? This sentence tells one of the things the wind did." Write *It pushed the wagon along the walk*, and have the pupils read it. They should recognize *around* from *round*.

Reading from the Book

Guided reading

"Our next story is called 'The Wind and the Toys.' What do you suppose the wind does in this story?"

"Who can tell what is happening in the picture on the first page of our story?" Have the children tell what toys are in Sally's wagon and what Mother is doing. Then say, "Wouldn't you like to read this whole story to yourself to see what happened to the toys?"

As the pupils read, the teacher should observe the extent to which they concentrate attention on their reading, the degree of independence in reading they show, and the extent to which their faces reflect a grasp of meaning.

NOTE: Slow-reading groups may be unable to read a four-page story without guidance. With such groups it may be necessary to guide the reading by one-page or two-page units.

After the silent reading, check the pupils' comprehension of the story by questions similar to the following:

Page 150: "What is Mother saying to Sally in this picture? Read aloud the lines that tell what toys were in Sally's car."

Page 151: "Read aloud the line that tells how the wind sounded. What did the wind do to Sally's car? What words tell where the car went?"

Page 152: "Read the lines that tell what Sally did when the rain stopped. What did she wish she had done with the car?"

Page 153: "Where did Jack find the car? What did Mother do with the toys? Do you suppose Sally will take better care of her toys next time?"

Rereading

"Let's see how well we can read this story out loud. What are some of the things we want to remember when we read a story aloud to someone?" Have the children review the standards for oral reading previously developed (page 326 of this *Guidebook*.)

Related Practice

Interpreting phrases

To strengthen the ability to interpret phrases meaningfully, write the following phrases on the blackboard: *along the street; in the morning; in the car; after dinner; on the walk; on my birthday; next day; next to the house; around the yard.*

Ask the pupils to read each phrase silently and say whether it tells *where* or *when*.

**Phonetic
analysis**

To strengthen the ability to utilize various methods of phonetic analysis in attacking new words, write the following sentence on the blackboard and ask the pupils to read it:

We can play a new *game*.

Follow the procedure suggested in the preceding lesson plan (page 405 of this *Guidebook*). Bring out the idea that *game* begins like *go* and looks like *name* and *came* except for the first letter, and that it fits the sentence.

Continue with the following sentences. Lead the pupils to tell how they recognized the new word. Emphasize the fact that there is more than one way to attack many of the words:

I like to eat *candy*. *Everyone* was happy.
A *fat* pig was *eating* corn. It was a *hot* day.
Sally *met* a new friend on the street.

NOTE: The above exercise utilizes the following types of phonetic analysis:

candy—little words in big.
fat—little word in big or substitution of initial consonant.
eating—adding *ing* to verb.
everyone—compound word made up of two known words.
hot—substitution of final or initial consonant (*hop*, *not*).
met—substitution of initial consonant (*let*).

Work-Book

Use page 66.

Correlated Activities**Extending
ideas gained
from reading**

Discuss with the children the care of toys and the need for keeping them clean. Pupils may decide which of their toys they could make look as good as new. They might have a Clean-Up Day for the classroom play house, wash dolls' clothes and hang them outside to dry, and give other classroom toys any needed attention.

The Birthday Party

(Pages 154-158)

NEW WORDS: *fine* *running*

Preliminary Development

Encourage pupils to describe birthday parties they have had or have attended. Bring out the idea that we sometimes take presents to a birthday party.

**Presenting
vocabulary
in context**

"It was Nancy's birthday. She was going to have a birthday party, and she had invited all her friends. 'I must put on my pretty blue dress for the party,' she said to herself. So she began to dress. At last she was ready.

" 'I see your friends coming up the walk,' said Mother. 'I will let them in,' answered Nancy, *running to the door*. Then in came the children with their birthday presents—a doll, a story book, paints, and a *fine* red wagon. Our next story tells what happened at the birthday party."

Reading from the Book

"Look for the story 'The Birthday Party' in the table of contents. Then turn to it in your books."

**Guided
reading**

Page 154: "What is happening in this picture? Can you guess what is in the package that is still wrapped? Let's read the page to see if we guessed right. What was in the package?"

Page 155: "Nancy is going to get some more presents. We will see what they are when we read this page." After the silent reading say, "Read aloud what Sally said to Nancy. Do you think Nancy will play with the fine red wagon?"

Page 156: "This page tells some more about the red wagon. Let's read it." After the children have finished reading, ask, "What did Sally do with the wagon while the other children were playing? Then what did she do when they sat down at the table? Why do you think she took the wagon with her? My, isn't this a fine party! Did you ever get a funny hat at a party? What is Nancy doing? How old is she?"

Pages 157 and 158: "Soon the party was over. When it was time to go home, Sally made a funny mistake. Wouldn't you like to read the rest of the story to yourself to find out what it was?"

After the silent reading ask, "Can you guess why Sally thought the wagon was hers? What a funny thing she said to Nancy! Read it aloud. Do you think Sally will go to see Nancy soon?"

**Extending
interpretation**

Provide opportunity for the children to comment freely on the story and accompanying pictures, comparing this birthday party with parties they have attended. "If you had been Nancy, which present would you have liked best? What games do you suppose the children played? Can you tell the names of all the children who were at the party?" The

children should study the pictures to answer this question. They should infer that the boy at the left in the picture on page 154 is Nancy's brother, Billy.

"Who was the youngest of the friends at Nancy's birthday party? When you were little, did you ever get a present for someone and then have so much fun with it yourself that you didn't want to give it away?"

Rereading

"What part of the story did you like best?" As various children tell which part of the story they liked best, ask them to find that part in their books and read it aloud. The entire story may be read aloud "just for fun."

Related Practice**Vocabulary
review**

To review the new words presented in Unit IV and to check on accurate recognition of these words, list the 25 new words on the blackboard and use the procedures suggested on page 346 of this *Guidebook*. In reviewing the words of Unit IV, the use of meaning clues as suggested on page 346 is an especially valuable technic.

Work-Book

Use page 67. Pages 68 and 69 are tests, which are described on pages 410-412 of this *Guidebook*.

Correlated Activities**Applying
ideas gained
from reading**

If someone in the class is going to have a birthday soon, the pupils may plan a real birthday party. Paper tablecloths and napkins may be decorated and paper hats made. Committees may be appointed to plan simple refreshments, decide what games to play, etc. Have the pupils refer to Nancy's party for suggestions, paying special attention to the polite things the children in the story said.

**Independent
reading**

Encourage the children to read some of the birthday stories listed in the Bibliography on page 440 of this *Guidebook* to try to find some new ideas for the classroom party.

**Hearing
stories**

Another amusing story about Sally and a birthday party is "Come to My Party," from *Sally Does It*.

**Having a
radio
program**

Pupils may have a make-believe radio show, with one or more of the following "features" included. They may plan a "story hour" for their radio program, voting on their favorite story from this unit to read aloud and selecting, also, one of the stories they liked best in their reading from other books.

One pupil or the teacher may act as interviewer and ask pupils in the class such questions as: "What games do you play with your friends? What is a good game to play on a windy day? Tell us about your favorite toy." This section of the radio program may be made into a quiz program by asking riddles about various toys and games.

Vocabulary Test IV

Give Vocabulary Test IV (Work-Book, page 68). Instructions for administering the test and evaluating the results are given on pages 346-348 of this *Guidebook*.

<i>faster</i> other basket	Sally's <i>Jane's</i> can't	open other over	<i>glad</i> dear girl	apples <i>around</i> asked
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<i>push</i> pushed splash	morning <i>nothing</i> looking	morning <i>looking</i> playing	<i>many</i> may am	<i>stopped</i> squirrel surprise
---------------------------------	--------------------------------------	--------------------------------------	--------------------------	--

down round <i>around</i>	<i>other</i> another or	Jim <i>Jill</i> Bill	Jane's Sally <i>Sally's</i>	running looking <i>playing</i>
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five <i>fine</i> fly	<i>running</i> nothing morning	<i>or</i> on do	with wish <i>wind</i>	<i>pushed</i> party painted
----------------------------	--------------------------------------	-----------------------	-----------------------------	-----------------------------------

well <i>hill</i> Jill	thank ask <i>asked</i>	<i>along</i> sleep store	<i>round</i> found down	<i>merry-go-round</i> everywhere grandfather
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Word-Attack Test I

Give Word-Attack Test I (Work-Book, page 69). Follow the procedure indicated for Vocabulary Test I, given on page 346 of this *Guidebook*. A description of the test and suggestions for evaluating the results will be found on page 412.

Aim

This test checks the child's ability to attack certain types of words which are familiar in sound and meaning but not in appearance. The test includes only words which are like known words except for the initial or final consonant. The test is diagnostic in character, since it surveys the child's ability to recognize the sound and appearance of consonants when

jump bump lump	sell fell well	run fun sun	look cook book	big dig pig
----------------------	----------------------	-------------------	----------------------	-------------------

cat sat rat	just dust must	pay day may	all call ball	sat cat bat
-------------------	----------------------	-------------------	---------------------	-------------------

man fan ran	last fast past	found sound round	wet get pet	hill mill will
-------------------	----------------------	-------------------------	-------------------	----------------------

back Jack pack	bake make take	came name same	cat can cap	him his hit
----------------------	----------------------	----------------------	-------------------	-------------------

Sunny Funny Bunny	an and ant	feel feet feed	mew new few	can pan ran
-------------------------	------------------	----------------------	-------------------	-------------------

occurring initially or finally in words and indicates his ability to apply that knowledge in word recognition.

*Construction
of the test*

Each group of words in the test contains three words, all of which are alike except for the initial consonant or the final consonant. Two of the words are sight words. The test word is familiar in sound and meaning, but not in appearance.

The test is so constructed that, in order to discriminate between the test word and its foils, a child must be able to distinguish accurately the sound and appearance of certain consonants as they occur in words.

*Interpreting
the results*

If a child consistently makes errors in marking such words as *jump*, *bump*, *lump*, which require accurate discrimination of the sound and appearance of the initial consonant, it is likely that he needs more practice in noting initial consonants.

If the pupil consistently makes errors in marking such words as *feel*, *feet*, *feed*, which require accurate identification of the final consonant, it is likely that he needs more practice in noting word endings.

If a child's errors are numerous and inconsistent in type, it is probable that he needs more practice in both kinds of phonetic analysis.

Unit V—Story Book Friends

Content of the Unit

The stories of this unit introduce children to the story book world of fanciful episodes and folklore. The imaginative element is introduced first in fanciful stories about animals in which the main departure from the realistic lies in the fact that the animals are endowed with speech. In subsequent stories the setting as well as the action is fanciful, appealing in each case to the child's own sense of make-believe.

All the story plots are such that the children's early excursions in the realm of folklore and fancy are enjoyable and highly satisfying.

This group of stories is especially planned to extend children's reading interests and increase their pleasure in reading. Imagination is stimulated by these fanciful tales, and appreciation of and interest in a new type of reading are developed. Furthermore, these selections are written in a style that lends itself to rhythmic expression, which increases enjoyment and adds to ease and fluency in oral reading.

Preparation for Reading the Unit

In preparing for the reading of this unit, the teacher should keep in mind that all of the previous stories in this series of Basic Readers are realistic, taking place in settings familiar to the pupils and dealing with episodes closely related to their own experiences.

Special effort should be made to prepare pupils for the change of mood and character in the fanciful stories they are to read in this unit.

Pictures of folk-tale characters may be placed on the bulletin-board with the caption *Do You Know These Story Book Friends?* The classroom story hour may centre around this display. The teacher should tell stories associated with each character, or the pupils may take turns telling about the story book characters they know, such as the Three Little Pigs, Goldilocks and the Three Bears, Little Red Riding-Hood, etc.

The teacher should also read aloud selections from a good collection of folk tales.

Picture and story books of a fanciful nature should be arranged attractively on the library table. The children may be encouraged to bring from home other books to add to this group.

In informal discussion lead the pupils to observe some of the make-believe elements in the stories they have heard, such as: "The animals talk. Sometimes they wear clothes and do the same things we do. Sometimes a house talks, or an automobile. Boys and girls do things real children can't do."* Emphasize with the children the humorous, gay, and appealing qualities of fanciful stories, and stimulate anticipation of the stories of this type which they will read in *Our New Friends*.

Have the pupils recall that Dick gave Nancy a story book for her birthday. Suggest that there were many good make-believe stories in that book. "We have read many stories about Dick, Jane, and the other children. Now we are going to read some stories about their story book friends. We are going to read stories that Nancy, Dick, Jane, and all the other children like. I think you will like them, too." Have the pupils find and read the unit title in the table of contents and on the unit title page.

What Was It?

(Pages 160-163)

NEW WORDS: *puppy* *Fat* *Sleepy* *Mrs.* *why*

Preliminary Development

*Presenting
vocabulary
in context*

"In the first story in this new part of our book, everyone of the story book friends has a name that tells something about him. What does this name tell you?" Write *Little Bunny White Tail* and have it read. After the pupils have commented on a bunny or a little rabbit with a white tail, say, "I'm going to write all the names on the board. Let's think what each name tells us. This is the name of a puppy." Write *Fat Puppy* and give the children an opportunity to recognize the

* Further suggestions regarding appreciation of fanciful stories will be found on pages 317-324 of *Parents and Children Go to School*, by Dorothy W. Baruch. See also *Reading with Children*, by Anne T. Eaton.

words *Fat* and *Puppy* from phonetic clues. Ask them if they see a little word in *Fat* and *Puppy*. After the children have commented on what the name tells them, say, "Yes, that is the name of a roly-poly, plump little puppy. This name is for a cat." Write *Sleepy Old Cat* and have it read. The children should recognize the word *Sleepy* from phonetic clues. "Why do you think the cat was called that? And this name is for Mrs. Duck. See if you can read it." Write *Poky Mrs. Duck* and have it read. Have the children frame *Mrs.* "Why do you think the duck is called *Poky Mrs. Duck*?"

Reading from the Book

After the pupils find the story and read the title, ask them to name the animals in the pictures on pages 160 and 161. Encourage comments about each. Then say, "The fat puppy is chasing something red. Can you guess what it is?" After the children express opinions, say, "Bunny White Tail wondered what it was, too. I wonder if that is why our story is called 'What Was It?' Let's read to find out."

Guided reading

Page 160: "Read this page to yourself. Then you may tell me what happened." After the silent reading and discussion ask the children to find and read the phrase or sentence that answers each of the following questions: "Where was Bunny White Tail going when he saw Fat Puppy? What did Bunny White Tail think when he saw Fat Puppy?" "Bunny White Tail was a very curious little animal." Explain the meaning of the word "curious" and then read to the children the last four lines to emphasize the rabbit's curiosity.

Page 161: "What do you suppose Sleepy Old Cat thought when she saw Fat Puppy? Let's read to find out. What did the cat think Fat Puppy was running after? Aren't these animals funny? They all see Fat Puppy running after something, and they decide to run after it, too. Can you read what the cat said just the way you think she talked in the story?" Bring out the idea that this is a "make-believe" story—that real animals can't talk. "Do you suppose any other animals are going to chase Fat Puppy?"

Page 162: "Here's Mrs. Duck. I wonder what she said when she saw the animals running down the hill. Do you suppose she is going to run, too? Let's find out." After the reading and discussion say, "How many animals are chasing the round red thing now? What do you suppose it is?"

Page 163: "What has Fat Puppy under his feet? How do you suppose all those animals felt when they saw they had been chasing a ball? Do you think they were disappointed? Let's read this page to find out." After the silent reading have the pupils read what the rabbit and the cat and the duck said to show how disappointed they were.

**Extending
interpretation**

"In the story all the animals wondered why they ran down the hill. Do you know why?" Lead the children to note that Fat Puppy was the only animal that knew what he was running after. All the other animals ran because they saw someone else running. "Did you like this story? What did you like about it? Would you like to read some more 'make-believe' stories?"

Rereading

Pupils should be encouraged to read the story aloud "just for fun." The lively style of the story stimulates oral reading that is natural and vigorous. The pupils should be led to share and express the curiosity and disappointment of the make-believe characters as they read.

Related Practice

**Arranging
ideas in
sequence**

To give practice in recalling and arranging ideas in sequence, write the following sentences on the blackboard. Have the pupils read the sentences silently and, as a class, decide which thing happened first. Place the number 1 before the correct statement. Continue until the sentences are numbered.

Sleepy Old Cat ran down the hill.
Fat Puppy began to run down the hill.
Little Bunny White Tail ran after the puppy.
Poky Mrs. Duck began to hurry after something.
They all thought, "Why did I run after that?"
The animals saw that Fat Puppy had a red ball.
They all went back up the hill.

**Recognizing
compound
words**

To give practice in recognizing compound words which are made up of two known words, write the following sentences containing compound words and have them read. Have pupils indicate the two words in each compound word.

I will go *another* time.
I will go to the store *sometime*.
Is there *anything* you want?
I will find an apple *somewhere*.
Someone will help me.

Correlated Activities

Reproducing the story

The children will enjoy making a shadowgraph play of this story and others in this unit. They may make silhouette figures of the animals in the story, mount them on cardboard, and fasten each one to a stick that is about ten or twelve inches long. These silhouettes can be operated from the back of the shadowgraph stage like puppets. The stage can be made from a good-sized carton. Cover one end with tissue paper to make the front part of the stage. Arrange to have a flashlight or an extension cord and electric-light bulb inserted in the carton so that the light can be turned on when the play is given. As the silhouettes are moved across the back of the stage, shadow figures will show through the lighted tissue paper. Pupils should be selected to read the story aloud while other pupils operate the puppets, and the rest of the class, as the audience, watch the amusing action on the shadow screen.

Independent reading

To promote interest in independent reading of other fanciful stories, such as those suggested in the Bibliography on page 440 of this *Guidebook*, tell the pupils that any child who wishes to may give the shadowgraph play of a story he has read independently. If he wants other pupils to help him, he must get them to read the story, too, and then they can work on the shadowgraph play together. Time should be allowed for the presentation of these shadowgraph plays.

Hearing stories

Children will enjoy the picture story book *Caps for Sale*, written and illustrated by Esphyr Slobodkina. After the story has been read aloud, the book may be added to the picture story books on the library table.

Little Duck Talks

(Pages 164-167)

NEW WORDS: road met Brown peep

Preliminary Development

Presenting concepts

Discuss various kinds of bird and animal cries which are familiar to children. Compare the way kittens and cats sound, dogs and puppies, little chickens and roosters or hens. Ask, "Does a cat ever say 'bow-wow' or a dog say 'mew, mew'? What does a duck say?"

Presenting vocabulary

"The story we are going to read today is a make-believe story about a little duck who was learning to talk. One day Little Duck was walking *along the road*." Write *He met many animals* and have it read. The children should recognize the word *met* from phonetic clues. "Little Duck tried to talk like some of the animals he met along the road. He sounded very funny. We shall see how funny he was when we read the story.

"Turn to page 164 and look at the picture. What was the first animal Little Duck met? Look at the picture on page 165. What kind of animal did he meet next? What color was the hen? See if you can read her name." Write *Brown Hen* and have it read. "Now turn the page. What kind of bird is sitting in the tree? Do you know what a baby robin says?" Write *peep, peep* and have it read. "I wonder if Little Duck learned to talk like any of these other animals. Let's turn back to the first page and read the story."

Reading from the Book**Guided reading**

Page 164: "Read the first page and then tell what happened when Little Duck met the kitten. Why did Little Duck say 'm-ack'?" Show that it is a combination of "mew" and "quack."

Page 165: "Now Little Duck tries to talk like another one of his friends. Let's read the page to see what he says this time. What did he say to Brown Hen? Why did he say 'cl-ack'? Do you think Little Duck was disappointed when he couldn't say 'mew, mew' or 'cluck, cluck'? Little Duck is having a hard time, isn't he? Don't you feel sorry for him? What do you suppose will happen next in the story?"

Page 166: "What does a baby robin say? Do you think the duck will try to say 'peep, peep'? What do you think will happen? Read the page to yourself to see if you are right."

Page 167: "Little Duck isn't happy at all now, is he? But most make-believe stories have a happy ending. Let's read to see how this story ends." Then ask, "Why wasn't Little Duck happy at first? Why was he happy after he met Mrs. Duck? Do you know why Little Duck could say 'quack' so well?"

Rereading

The guided reading suggested above should be sufficient preparation for oral reading, which is essential in bringing out the full humor and appeal of this story. Many pupils should have an opportunity to show their interpretation of the sounds Little Duck made.

**Extending
appreciation**

Encourage the children to discuss the story, telling what they like about it, what part they think is the funniest, what pictures they like best. Discuss the way the story ends and ask the pupils if it ended the way they wanted it to.

Related Practice**Answering
thought
questions**

To give practice in interpreting thought questions and selecting the correct answer, write the following questions and answers on the blackboard:

Where was Little Duck when he met Brown Hen?
He was walking along the road.
He was at home.

Why did Little Duck want to say "Peep, peep?"
He thought that was a pretty way to talk.
He wanted to talk like a kitten.

Have each question read aloud and direct the pupils to read silently the two sentences below the question and decide which is the correct answer. Then have the answer read aloud.

**Word
variants**

To give practice in recognizing variant forms of verbs, write the following verbs on the blackboard, add *ed* and *ing* to each, and have the words pronounced: *push, walk, splash, work, stop, wish, jump*.

Work-Book

Use page 71.

Correlated Activities**Reproducing
the story**

If pupils are enjoying the shadowgraph (*Guidebook*, page 417) and profiting from its use, have them make the silhouettes needed to reproduce this story. Small groups of pupils may use the shadowgraph together, taking turns operating the silhouettes behind the stage, reading the story aloud, and sitting in the audience.

**Language
activity**

The pupils may make up additional incidents for the story "Little Duck Talks" by suggesting other animals Little Duck might meet and what he would say if he attempted to imitate them—e.g., "m-ack" for a cow, "b-ack, b-ack" for a dog, etc. Children may also compose a new story on this pattern by telling about another animal, such as a puppy, who tried to talk in a new way.

**Making
designs**

By using outline forms of the silhouettes they have made for reproducing this and the previous story, pupils may start

making a border design of their story book friends for the blackboard. Other possibilities are: making wall-paper with a "story book friends" pattern for a room in the classroom play house, making decorations for paper napkins and tablecloths to be used for classroom parties, making designs to stencil on classroom curtains. For further suggestions see *Art Stories, Book One*, of the Curriculum Foundation Series and the accompanying Teacher's Guidebook, *Art Appreciation for Children*.

*Independent
reading*

As members of the class read selections from other books (Bibliography, page 440 of this *Guidebook*) have them tell other pupils a few things about a story they particularly liked. They should tell just enough to make the other children want to read the story.

*Hearing
stories*

Picture story books from the following list may be read aloud to the pupils and then placed on the library table for them to enjoy: *Cock-a-doodle-Do*, by Berta and Elmer Hader; *Seven Diving Ducks*, by Margaret Friskey; *The Race*, by Clement Hurd; *The Story About Ping*, by Marjorie Flack and Kurt Wiese, and *Noodle*, by Munro Leaf.

Dinner at the Farm

(Pages 168-171)

NEW WORDS: *wee* *eating* *rooster* *Mr.* *galloping* *moo*

Preliminary Development

*Presenting
vocabulary
in context*

"We are going to read another story about some make-believe animals. I wonder if you can guess what animals we are going to read about. This is what one of the animals says. See if you can read it." Write *Wee, wee* and have it read. "Do you know what animal says *Wee, wee*?"

NOTE: If pupils evidence any difficulty in recognizing the word *wee* through phonetic analysis, write *see* and change it to *wee*. In like manner compare *moo* and *too*.

"What animal says this?" Write *Moo, moo* and have it read. Then say, "Yes, we are going to read about *Mrs. Cow* and *Mr. Pig*."

"I know an animal that says 'Cock-a-doodle-doo.' Do you know what animal says that? *Mr. Rooster* is in our story, too."

Another animal came *galloping* along the road. What kind of animal do you think that was? All of these animals are in a story called 'Dinner at the Farm.' What do you suppose they will do? Let's find out now."

NOTE: The pupils should recognize the word *eating* from phonetic and context clues.

Reading from the Book

*Guided
reading*

Have the pupils locate the story in their books.

Page 168: "My! What a fat pig. He's a very funny pig, because he wants to get fatter and fatter. Let's read the page to see why he is frisking along and looking so happy. Why was he running? What did he do when he got inside the corn field? Why do you suppose he wanted to be so fat?"

Page 169: "Look at the picture on the next page. Isn't the pig having a fine time eating corn? Do you think he knows he's doing something he shouldn't? What do you suppose Mr. Rooster and his family are going to do? Do you think the pig will chase them away? Let's read to find out. What do you think is going to happen next in this story?"

Page 170: "What other animals have come to the corn field? Just look at their eyes. Aren't they happy to see that good dinner just over the fence? Let's read this page."

Page 171: "Oh my! What's going to happen now? That farmer looks cross, doesn't he? How do the animals look? Read the page to yourself and see if you can tell everything that happened. Why didn't the farmer want the animals to eat his corn? Do you think the animals knew this?"

*Rereading
and extending
appreciation*

The story should be read aloud to enhance the pupils' appreciation of its humor. For example, members of the class may be selected to represent Mr. Pig, Mr. Rooster, Brown Hen, and Mr. Man. Several pupils may be the chickens. As one pupil reads the narrative sections aloud, the others should read their parts at the appropriate time. Various pupils may also take turns reading the entire story aloud to show how they think each character talked. Humorous elements of the story may be discussed; for example, how fat Mr. Pig was even before he started to eat the corn, what Mr. Rooster said after he had made a good meal from Mr. Man's corn, etc. Bring out the idea that the animals were glad they had

had dinner but not sorry they had spoiled the farmer's corn. The pupils may study the picture and decide what Mr. Man should do if he doesn't want the animals to get into his corn field again. "Do you think the animals will go back to the corn field if the farmer doesn't fix the fence? Did you like the way this story ended?"

Related Practice

Answering thought questions

To give practice in interpreting thought questions and in selecting appropriate answers, write on the blackboard:

Which ones can go galloping down the road?
horse, pony, rooster

Which one do you think is a man?
Mr. Hill, Mrs. Hill

Which ones like to eat corn?
hen, rooster, dog

Have each question read and ask the children to tell which of the words below it answer the question. Underline the correct answers.

Phonetic analysis

To promote the ability to note and identify known phonetic elements in words, write the word *too* and have it pronounced. Then write the word *toot* and ask the pupils to tell what this word is. Check on the recognition of the meaning by asking, "What says 'toot-toot-toot?'" Continue with each of the following pairs of words, checking on recognition of the meaning of each of the new words:

moo
moon

wee
weed

see
seed

NOTE: The above exercise gives valuable visual-auditory training in certain vowel sounds and the blending of vowels and consonants, but no attempt should be made to have any of the common elements memorized as phonograms.

Work-Book

Use pages 72 and 73.

Correlated Activities

Reproducing the story

Pupils may continue the activities with the shadowgraph as suggested in previous lesson plans, or this procedure may be varied by planning a dramatization of this story. The children can make simple masks from large paper sacks to represent the head of each animal. The faces of the animal characters

may be painted on the masks, and holes cut out for the eyes and nose. Then the pupils may wear the masks as they act out the story.

**Independent
reading**

To promote further appreciation of stories which are fun to read aloud, ask the children to find good stories for oral reading among the selections listed in the Bibliography on page 441 of this *Guidebook*.

**Hearing
stories**

Read aloud the story "Why Pigs Have Curly Tails," by Rose Fyleman, from *The Gunniwolf and Other Merry Tales*.

Dark Pony

(Pages 172-177)

NEW WORDS: *Dark* *Town* *sang*

Preliminary Development

**Presenting
concepts**

"There is a make-believe place called Sleepy Town. I am sure you go there every night. But you have never seen Sleepy Town because you are asleep before you get there. We are going to read a story about Dark Pony, who went to Sleepy Town each night. We shall find out how Dark Pony got his name when we read the story."

**Presenting
vocabulary**

"This is the way his name looks." Write *Dark Pony* and have it read. Then write *Sleepy Town* and say, "This is where Dark Pony went every night. One night when Dark Pony took the children to Sleepy Town, they *sang and sang* all the way there. Let's read to find out what happened."

Reading from the Book

"Find the story about Dark Pony in your books."

**Guided
reading**

Pages 172 and 173: "What is Dark Pony doing in the pictures? Read these two pages to yourself." After the silent reading ask, "How did Dark Pony get his name? I like the sound of the words in this story. They make me think of the sound of a little pony galloping along in the night." The teacher should set the mood for the story by reading the first page aloud. The words and tempo of this page suggest mystery and movement. Have pupils read page 173 aloud. Direct attention to the little

refrain and show the children how to read it lightly and rhythmically.

Pages 174-177: "Wouldn't you like to read the rest of this story to yourself? Who else rode with Dark Pony? What do you see in the picture on page 176? What happened to the children and the animals when they came to Sleepy Town?"

*Rereading
and extending
appreciation*

"Does anyone ever read to you before you go to bed at night? Do you like stories that make you feel sleepy? Why do you think this would be a good story to read or tell at bedtime? Let's see if we can read it aloud the way we like to have bedtime stories read."

During the oral reading emphasize the mood of mystery and the movement that are reflected in the style of this story. This type of story is excellent for promoting fluency as well as enjoyment in oral reading.

Direct attention to the little refrains in the story and show the children how to read them. Pupils should also notice the slower pace of the last page of the story and reflect this in their oral reading. Further suggestions for oral reading of this story are given in the Correlated Activities section of the lesson plan.

Related Practice

*Reading
independently*

A simple story is presented below which the teacher may use to check informally the pupils' growth in the following important reading abilities:

1. Ability to interpret independently fanciful story material.
2. Ability to interpret verbal text without the aid of picture clues.
3. Ability to combine context and phonetic clues in attacking words which are familiar in sound and meaning but not in appearance.

NOTE: This story contains the following words which are unfamiliar in appearance: *Sandman* (compound word), *bed*, *coat*, and *bush* (like known word except for initial consonant), *sleeping* (word variant formed by adding *ing*).

Copies of the story may be reproduced in primer type or in manuscript writing and duplicated. Ask the pupils to read it silently. Then have various pupils tell the story or read it aloud.

THE SANDMAN

Sandman is a little old man
who lives in Sleepy Town.

He comes to see boys and girls
as soon as it is dark.

One night Sandman found a little boy
who did not want to go to sleep.

"Why don't you go to sleep?" asked Sandman.

And the little boy said, "My mother is not in bed.

"My father is not in bed.

"My dog and cat are not sleeping.

"So I don't want to go to sleep."

Then Sandman said,

"Put on your coat,
And come with me.
I have something
For you to see."

Outdoors in the yard was a big, big bush,
and there was a nest with four little birds in it.

The little boy saw the mother bird fly to the nest.

She sang to the baby birds,

"Little birds, little birds,
Peep, peep, peep.
Now it is bed time.
Sleep, sleep, sleep."

Soon the little birds went to sleep.

Then the mother bird went to sleep, too.

The little boy said, "Take me back
into the house, Mr. Sandman.

"I will go to bed now, and go to sleep."

When they went back into the house,
the boy looked at his pets.

"Good night," said the dog.

"Good night," said the cat.

"Sandman has come
For boys like you.
We go to sleep,
And you must, too."

Soon the dog and the cat were sleeping, and
the little boy was sleeping, too.

Correlated Activities

Extending ideas gained from reading

To extend appreciation of the mood of the story "Dark Pony," suggest to the pupils that they plan a Sleepy-Time Radio Program and present it over a make-believe microphone. They may choose a lullaby for their theme song, such as "Baby's Boat's a Silver Moon" or "Wynken, Blynken, and Nod," or, if there is a victrola in the classroom, they may choose a favorite record, such as the Brahms Lullaby, for their theme music. Encourage the children to practise reading the "Dark Pony" story aloud until they feel that their oral reading satisfactorily reflects the sleepy-time mood. The rhythm orchestra may provide sound effects for the oral reading of the story over the microphone, making the sound of hoof beats galloping, galloping, stopping for each rider to get on Dark Pony's back, and finally going more and more slowly until Sleepy Town is reached. An appropriate poem may be recited by the verse-speaking choir, and another lullaby sung before the theme song is introduced again to close the program.

Making a booklet

Pupils may draw illustrations for the Sandman story given in the Related Practice section of this lesson plan and then make a booklet containing this story to take home.

Independent reading

Provide an opportunity for pupils to tell about stories they read independently. See the Bibliography, page 441 of this *Guidebook*.

Hearing poems

Read aloud such poems as "When the Sleepy Man Comes," by Charles Roberts, "The Plumpuppets," by Christopher Morley, "The Sugarplum Tree," by Eugene Field, and others, from the section "When It's Time to Go to Bed," in *My Poetry Book*.

The Big Brown Basket

(Pages 178-184)

NEW WORDS: *woman money*

Preliminary Development

Approach to the story

"The name of our next story is 'The Big Brown Basket.' Let's turn to it on page 178. Do you see the big brown basket in the picture? Who is carrying it?" Write a *little old woman* and have the phrase read.

"What do you suppose is in the basket? Make a guess." Talk about the basket until the children's curiosity is aroused.

"Look at the picture on page 179. There is our friend the pig again. What is he going to give the little old woman in exchange for what is in her basket?" Elicit the word *money*.

Reading from the Book

"This story is very funny—all the animals act just like people. I wonder if you wouldn't like to read this whole story all by yourself to see what happens."

As the pupils read, the teacher should observe the extent to which their faces reflect their appreciation of the humor in the story.

Extending appreciation

After the silent reading discuss the story. Encourage pupils to tell what happened and why they liked the story. Direct attention to the expressions of the animals in the pictures; compare the way the pig looks on pages 179, 182, and 184. Bring out the idea that the animals in the make-believe stories act like people—they even carry pocketbooks! Pupils should chuckle over the strange character in the store on page 183. Ask the pupils to tell what part of the story they think is the funniest; what picture they like best; how they like the way the story ends.

Rereading

The pupils will be aided in their oral reading of this story by the rhythmic flow of its sentences. To demonstrate the charming cadence of the story, the teacher may read parts of it aloud to the children.

Related Practice

At this time the teacher should evaluate each pupil's achievements and progress in the light of the chart of desirable aims and attainments for this period, given on page 103 of this *Guidebook*. She should then plan the type of practice best fitted to the needs of her particular group, using previous exercises as patterns.

Work-Book

Use page 76.

Correlated Activities

Dramatizing the story

Pupils may make a shadowgraph play of "The Big Brown Basket" or act it out themselves. Committees may be appointed to obtain the simple properties needed—a basket, apron, and

hat for the little old woman, and pocketbooks for each of the animal characters. Another committee may arrange a table to represent the funny store counter. Encourage pupils to compose a tune for the little old woman's song.

**Independent
reading**

Have the children read selections suggested for the unit "Story Book Friends." (See the Bibliography on pages 440-441 of this *Guidebook*.) Ask them to draw a picture illustrating some incident in a story they liked. Pupils may dictate to the teacher a sentence or two to print underneath such illustrations. The pictures may then be placed on the bulletin-board as an invitation to other pupils to read the selections.

**Hearing
stories**

Read aloud to the class the story "The Little Old Woman and How She Kept Her Geese Warm," by Hope Newell, from *Told under the Magic Umbrella*, and "The House on the Hill," from *Old, Old Tales Retold*, by Frederick Richardson.

The Merry-Go-Round

(Pages 185-189)

NEW WORDS: none

Preliminary Development

**Approach to
the story**

"The last story in our book is about a merry-go-round. Do you remember the time when Dick used his old umbrella for a make-believe merry-go-round? This story is about a real merry-go-round, with fine horses that the children could ride on."

Have several pupils tell about their experiences on a merry-go-round. Ask them how fast it went and how they felt after the ride was over. Have one or two of them show how they walked after they got off.

"Some of our Story Book Friends had a funny ride on a merry-go-round. We shall find out what happened to them when we read the story."

Reading from the Book

**Guided
reading**

"Turn to the merry-go-round story in your books, and read it all through to yourselves. Now who can tell me what happened in the story?"

Have the pupils volunteer to tell as much as they can about the story. Ask such questions as the following:

"What happened when the merry-go-round came to town? Read what the children said to the merry-go-round. How did the merry-go-round answer them? Why did the mothers and fathers come to the merry-go-round? Would it do what they wanted? What did it do instead? But what happened when it tried to go faster and faster? Show us how the children walked after the ride."

**Rereading
and extending
appreciation**

The rhythmical sentence patterns and cadenced use of words throughout this story make it especially effective for oral reading. Various pupils should have opportunities to read the story aloud and to discuss passages they like to read. Have the children notice the contrast between the fast and slow motion of the merry-go-round and reflect this in their oral reading.

Related Practice

See the suggestions on page 427.

Work-Book

Use pages 76, 77, and 78. Pages 79 and 80 are tests. A copy of the tests is given on pages 430-431 of this *Guidebook*, and directions for administering them are on page 346.

Correlated Activities

**Independent
reading**

See the list of selections suggested for this unit in the Bibliography on pages 440-441 of this *Guidebook*.

**Summarizing
the unit**

Have the pupils turn to the table of contents and review the story titles for the unit. Various pupils may tell something funny that happened in each story, or each child may be given an opportunity to tell which story he liked best and why. This discussion may be extended to stories the pupils have read independently. A program may be planned and another class invited to see the shadowgraph plays and dramatizations prepared in connection with this unit.

**Summarizing
Our New
Friends**

To promote recall of stories, the teacher may write sentences such as the following on the blackboard:

Big Bill said, "Well, well.
Look in your pocket."

Father said, "A birthday is coming.
A birthday is coming soon."

Jane looked at her two dolls.

"Let me see," she thought.

"Which one can I give away?"

Pupils may tell from which story in *Our New Friends* each group of sentences is taken. They may review the story titles in the table of contents and read parts of their favorite stories in each unit. As each pupil reads his selection and gives his reasons for choosing it, the teacher may make an informal check upon the habits, appreciations, and skills gained during the reading of *Our New Friends*.

Vocabulary Test V

Give Vocabulary Test V (Work-Book, page 79). Instructions for administering the test and evaluating the results are given on pages 346-348 of this *Guidebook*.

everywhere <i>galloping</i> merry-go-round	<i>town</i> found brown	again <i>sang</i> stop	met <i>moo</i> mew
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party <i>puppy</i> bump	<i>woman</i> wagon walked	feet <i>fat</i> fast	My Or Mr.
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<i>eating</i> nothing running	laugh glad <i>money</i>	slowly <i>sleepy</i> please	moo were <i>wee</i>
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robins stopped <i>rooster</i>	Moo Mrs. Mr.	door <i>dark</i> dear	push feet <i>peep</i>
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bumped bow-wow <i>brown</i>	<i>met</i> must ma-ma	read round <i>road</i>	<i>why</i> buy fly
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Word-Attack Test II

Give Word-Attack Test II (Work-Book, page 80). Follow the procedure indicated for Vocabulary Test I, given on page 346 of this *Guidebook*. Each part of this test contains three words, two of which are known. The test word begins with the same consonant as one of the words and is like the other word except for the initial consonant. Suggestions for evaluating the results of the test will be found on page 412 of this *Guidebook*.

fine <i>line</i> like	pet <i>pen</i> hen	but fun <i>bun</i>	sang <i>rang</i> ran	red fell <i>fed</i>
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<i>cake</i> came make	fat <i>fan</i> ran	met hen <i>men</i>	well <i>west</i> nest	<i>yarn</i> barn yard
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barn <i>bark</i> dark	red nest <i>rest</i>	<i>dust</i> just duck	Dick <i>dish</i> wish	came Jane <i>cane</i>
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Tom hop <i>top</i>	like <i>light</i> night	<i>wall</i> want ball	tail paint <i>pail</i>	had <i>hand</i> and
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hill <i>pill</i> pig	<i>bad</i> had back	not <i>hot</i> hop	<i>led</i> let red	had <i>sad</i> sat
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To be read aloud to pupils and placed on the library table.

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Note: See also the stories in such collections as *Sally Does It*, Baruch and Montgomery, for selections based on home and family themes.

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Note: For stories about animals at the farm, see "Pets and Other Animal Friends," page 434.

SELECTIONS FOR INDEPENDENT READING

Note: The following selections are suggested for independent reading while pupils are using *Our New Friends* (see page 128 and Correlated Activities sections of the lesson plans).

Unit One—New Friends

THE NEW FAMILY, page 6

"Hello!" pages 2-7, *Come and Play* (pre-primer), Silver, 1938.

2 new words: has, Nancy.

"Alice and May," pages 18-25, *Here and There* (pre-primer), Row, 1936.

10 new words: Alice, May, morning, Jip, going, walked, puppy, brown, window, name.

WHO WILL RIDE? page 12

"Bob Rides," pages 21-30, *Nip and Tuck* (pre-primer), Lyons, 1936.

8 new words: Bob, fall(s), Judy, Nip, stop(s), Sue, Tuck, says.

"Come and Play," pages 15-18, *Come and Play* (pre-primer), Silver, 1938.

3 new words: made, Nancy, playroom.

"The Ride," pages 54-57, *Tom, Jip and Jane* (primer), Webster, 1938.

9 new words: Dolly, fall, falling, got, hill, of, stop, stopped, Teddy.

"A Ride and a Run," pages 81-85, *Tom, Jip and Jane* (primer), Webster, 1938.

8 new words: after, could, Jip, jumped, made, road, stop, stopped.

"The Kitten's Ride," pages 21-24, *At Play* (primer), Winston, 1940.

5 new words: going, kitten's, Muff, Nancy, table.

FUN IN THE NEW HOUSE, page 17

"Play at Home," pages 39-41, *Bob and Judy* (primer), Lyons, 1936.

7 new words: Bob, fall, Judy, know, may, Nickey, park.

Another story about rainy-day fun.

THE FIRST DAY AT SCHOOL, page 22

"The Boys and Girls at School," (pictures only) pages 11-13, *Going to School* (pre-primer), Winston, 1940.

"First Day at School," pages 123-124, *Jim and Judy* (primer), Macmillan, 1939.

8 new words: asked, Grade, how, Jim, Judy, Miss, then, took.

"Going to School," pages 124-127, *Tom, Jip and Jane* (primer), Webster, 1938.

9 new words: call, green, his, light(s), May, stop, then, way, says.

A PLAY HOUSE AT SCHOOL, page 25

"The Tree House," pages 17-23, *Come with Me* (pre-primer), Ginn, 1936.

4 new words: Don, John, Mary, tree.

"Jack Made a House," pages 15-17, *Jack and Sue* (pre-primer), Augsburg, 1936.

2 new words: made, Sue.

"The Little House," pages 24-28, *Little Friends at School* (primer), Rand, 1935.

12 new words: block(s), Brown, dear, has, Joe, Mary, Miss, morning, of, some, window(s), door.

"The Block House," pages 29-32, same.

5 new words added to those above: brought, ready, roof, them, worked.

THE BIG UMBRELLA, page 28

"The Big, Big Puddle," pages 30-35, *Day In and Day Out* (primer), Row, 1936.

8 new words: Alice, Jerry, jumped, Mac, of, puddle(s), walked, window.

A BIG FRIEND, page 36

"I Am Big," page 43, *Come with Me* (pre-primer), Ginn, 1936.

(No new words.)

"The Little Red Car," pages 66-74, *Friends for Every Day* (primer), Bobbs, 1934.

7 new words: baker, brown, green, policeman, postman, seen, town.

PATTY AND HER PENNIES, page 42

"Little Old Nickel," pages 20-26, *Friends for Every Day* (primer), Bobbs, 1934.

6 new words: baker, cake(s), nickel, old, Puppy, some.

"The Penny," pages 35-43, *Laidlaw Basic Pre-Primer*, Laidlaw, 1940.

12 new words: bark(s), cannot, chair, fall(s), ground, has, him, Nancy, near, over, penny, box.

Unit Two—Our Friends at Work

TIME TO WORK, page 48

"Away We Go" (pictures only), pages 1-14, *Off We Go* (pre-primer), Macmillan, 1939.

"Tom and Nancy Play House," pages 22-33, *Come and Play* (pre-primer), Silver, 1938.

7 new words: dresses, has, letter, made, Nancy, swing, wrote.

"Betty Helps Mother," page 27, *We Play* (primer), Augsburg, 1936.

4 new words: Betty, set, table, says.

"Bob Helps Mother," pages 28-29, same.

2 words added: Bob, skip.

"Father Helps Mother," page 33, same.

2 words added: doing, picture.

"Work in the Home," pages 30-31, *Jo-boy* (primer), Johnson Pub., 1935.

5 new words: Billy, Jo-boy, liked, may, park.

"Bob and Judy at Work," pages 48-49, *Bob and Judy* (primer), Lyons, 1936.

4 new words: Bob, Judy, may, milk.

WHO WILL HELP TOM? page 52

"Tom Helps Father," pages 57-59, *At Home and Away* (primer), Silver, 1935.

5 new words: cut, grass, may, sweep, swept.

"Nancy Helps Tom's Mother," pages 60-63, same.

10 words added: chair(s), dishes, dried, dry, dust, dusted, Nancy, Sandy, Tom's, wash.

MAKING BOATS, page 67

"A Sail," pages 110-117, *Friends for Every Day* (primer), Bobbs, 1934.

9 new words: end, fish, ho, of, sail, stop, tub, turtle, wind.

"Races," pages 26-31, *To School and Home Again* (primer), Univ. Pub., 1940.

10 new words: Betty, Brown, ding, had, Jimmy, Miss, Nancy, race(s), ready, skip.

"A Boat for You," pages 28-29, *Jo-boy* (primer), Johnson Pub., 1935.

5 new words: brown, how, Jo-boy, park, water.

"In the Park," page 32, same. 2 words added: every, got.

THE LITTLE HOUSE, page 72

"What Now?" pages 38-44, *Who Knows* (pre-primer), Houghton, 1937.

6 new words: began, Daddy, does, laugh, let's, Mary.

"The Bird House," pages 73-77, *Tom, Jip and Jane* (primer), Webster, 1938.

5 new words: coming, flew, flying, Kitty, nest.

"The Dog House," pages 28-33, *Ben and Alice* (primer), American Book, 1936.

4 new words: Alice, Ben, Blackie, Whitie.

"The Little Bird," pages 38-42, same.

8 new words: Alice, Ben, fly, garden, hurt, keep, Mary, may.

"The Bird House," pages 43-46, same. 3 words added: bread, water, took.

PATTY READS TO BABY, page 77

"To Bed," pages 58-60, *Tom, Jip and Jane* (primer), Webster, 1938.

5 new words: bed, Dolly, sing, sleeping, Teddy.

"Run and Hide," pages 44-48, *At Play* (primer), Winston, 1940.

4 new words: Bob, hide, Jean, Nancy.

Unit Three—Our Animal Friends

HAPPY FINDS A FRIEND, page 82

"Father and the Big Box," pages 24-30, *Laidlaw Basic Pre-Primer*, Laidlaw, 1940.

5 new words: box, chair, from, near, open.

"A Big Surprise," pages 53-55, *Bob and Judy* (primer), Lyons, 1936.

6 new words: Bob, Cotton(c), from, Judy, kitty, surprise.

"Cotton," pages 56-58, same. 6 words added: bed, dish, may, milk, shall, Toby.

"Toby and Cotton," pages 59-62, same. No new words added.

A FRIEND COMES TO SCHOOL, page 92

"Time for School," pages 18-23, *Fun with Polly Parrot* (pre-primer), Ginn, 1940.

6 new words: climb, cracker, may, Parrot, Polly, squawk.

"Polly at School," pages 24-28, same. No new words added.

"Miss Brown," pages 29-33, same. 2 words added: Brown, Miss.

"Look, Miss Hall!" pages 15-19, *Going to School* (pre-primer), Winston, 1940.

8 new words: Bob, Don, Don's, Hall, Miss, Nancy's, table, Tom's.

"Skipper Came to School," pages 32-38, *To School and Home Again* (primer), Univ. Pub., 1940.

9 new words: Brown, ding, handkerchief, Jimmy, Jimmy's, may, Miss, sit, Skipper.

"Winky at School," pages 30-34, *Day by Day* (primer), Allyn, 1939.

10 new words: asked, may, Miss, monkey, over, played, reading, sleeping, Ward, Winky.

POKY GETS LOST, page 97

"Two Little Turtles," pages 52-59, *To School and Home Again* (primer), Univ. Pub., 1940.

11 new words: Brown, ding, gone, Jimmy, Jimmy's, liked, Miss, Mr., surprise, turtle(s), water.

BUNNY BOY, page 101

"A Story about Skipper," pages 39-43, *To School and Home Again* (primer), Univ. Pub., 1940.

6 new words: about, Jimmy, may, shake, Skipper, water.

"To the Store," pages 137-140, *We Play* (primer), Augsburg, 1936.

8 new words: Betty, Bob, cap, hungry, right, tell, Tex, Tippy.

"Little Jack Rabbit," pages 78-85, *Day In and Day Out* (primer), Row, 1936.

11 new words: brown, coat, garden, gate, lived, nest, played, playing, stay, stopped, wee.

WHO TOOK THE NUTS? page 107

"A Squirrel," pages 59-61, *We Play* (primer), Augsburg, 1936.

6 new words: asked, Betty, Bob, climb, Tex, would.

"Bushy Tail and Bob Tail," pages 13-24, *Fun in Story* (primer), Winston, 1940.

8 new words: around, Bob, Bushy, catch, climb, crying, ground, hide.

THE SNOW PARTY, page 112

"The Picnic," pages 98-104, *Play Days* (primer), Ginn, 1934.

10 new words: again, asked, bed, if, nice, picnic, playing, shall, sometimes, supper.

"We Are Hungry," pages 47-49, *We Play* (primer), Augsburg, 1936.

8 new words: Betty, Bob, breakfast, grow, hungry, ready, Tex, Tippy.

"Snowflakes," page 77, *Laidlaw Basic Primer*, Laidlaw, 1940.

11 new words: air, fairies, fairy, fly, flying, past, sky, snowflake(s), through, winter, teacher.

"Oats for the Chickens," pages 94-96, *We Live on a Farm* (primer), Ginn, 1940.

10 new words: asked, bundle(s), chick, field, ground, hungry, oats, scratch, supper, their.

RED HEN AND THE VALENTINE, page 117

"Three Little Hens on the Farm," pages 25-34, *Fun in Story* (primer), Winston, 1940.

2 new words: chick(s), peep.

"The Little Chickens," pages 119-125, *We Play* (primer), Augsburg, 1936.

9 new words: again, Betty, Bob, count, right, seven, six, tell, would.

"Time to Gather the Eggs," pages 78-85, *We Live on a Farm* (primer), Ginn, 1940.

12 new words: again, asked, climbed, cried, full, gather, got, hay, may, more, right, today.

A HOME IN A TREE, page 121

"Come and See," etc., pages 6-9, 12-19, *Winky* (pre-primer), Allyn, 1939.

2 new words: peep, Winky.

"Here Is Mary," pages 1-7, *Come with Me* (pre-primer), Ginn, 1936.

3 new words: Don, John, Mary.

"The Baby Birds," pages 97-98, *Tom, Jip and Jane* (primer), Webster, 1938.

4 new words: call, running, show, Tom's.

Unit Four—Our Friends at Play

THE LOST TOYS, page 128

"Good-by!" etc., pages 30-49, *Runaway Toys* (pre-primer), Univ. Pub., 1940.

8 new words: airplane, Bear, Betty, gone, Jimmy, Skipper, squeak, Teddy.

"Where Was Snow?" pages 13-17, *Laidlaw Basic Primer*, Laidlaw, 1940.

10 new words: barked, box, cannot, coat, gave, ground, near, Penny, pulled, stick.

PLAYING STORE, page 133

"Jerry's Store," pages 26-33, *Here and There* (pre-primer), Row, 1936.

7 new words: Alice, brown, got, Jerry, Jerry's, May, train.

THE WIND AND THE UMBRELLA, page 139

"The Little Car," pages 14-19, *Runaway Toys* (pre-primer), Univ. Pub., 1940.

4 new words: catch, honk, Jimmy, Skipper.

"Tom's Wagon," pages 21-25, *Fun for Tom and Jip* (pre-primer), Webster, 1939.

4 new words: Jip, pull, Tom's, says.

THE BIRTHDAY PARTY, page 154

"A Birthday Party," pages 14-24, *The Twins, Tom and Don* (pre-primer), Winston, 1940.

8 new words: Bob, cake(s), Don, Don's, hide, Mac, Muff, Tom's.

"We Have a Birthday," pages 32-44, *Jim and Judy* (primer), Macmillan, 1939.

12 new words: cake(s), cream, hay, ice, Jim's, Judy, Judy's, played, present(s), pull, stick, Tags.

"A Birthday," pages 87-90, *We Play* (primer), Augsburg, 1936.

8 new words: bed, Betty, Betty's, Bob, Bob's, six, table, year(s).

"Another Birthday," pages 91-97, *We Play* (primer), Augsburg, 1936.

12 new words: Betty, Bob, drank, Father's, fish, pan, ready, set, table, Tex. Tippy, would.

Unit Five—Story Book Friends

WHAT WAS IT? page 160

"Running Away," pages 138-149, *Tom, Jip and Jane* (primer), Webster, 1938.

14 new words: baa, cock-a-doodle-doo, engine, flew, got, pulling, road, Rooster, Sheep, sing, singing, sun, train, wee.

"Mr. Rooster and the Ducks," pages 35-46, *Fun in Story* (primer), Winston, 1940.

5 new words: asleep, eye(s), leg(s), Mr., Rooster.

LITTLE DUCK TALKS, page 164

"Little Duck" (same story), pages 72-77, *Day In and Day Out*, Row, 1936.

3 new words: cock-a-doodle-doo, rooster, tweet.

"Baby Duck and a Frog," pages 38-39, *At Play* (primer), Winston, 1940.

1 new word: Frog.

"Yellow Chick," pages 53-59, same. 1 new word: chick(s).

"Snappy Turtle," pages 41-50, *Read Another Story* (primer), Sanborn, 1939.

10 new words: around, by, creepy-crawly, Duck, nobody, Snappy, sun, Turtle. Waddles, woods.

DINNER AT THE FARM, page 168

"Little Rabbit," pages 31-37, *Who Knows* (pre-primer), Houghton, 1937.
2 new words: does, Mary.

"No Honey," pages 33-40, *Read Another Story* (primer), Sanborn, 1939.
8 new words: Bear, bee(s), buzz, honey, rolled, sniff, water, woods.

"Story of Little Gray Mouse," pages 127-136, *We Play* (primer), Augsburg, 1936.
13 new words: bad, bug, by, cabbage, cheese, gave, hard, hungry, mouse, never, pan, table, tasted.

"Nibble, Nibble, Nibble!" pages 30-32, *Fun for You* (pre-primer), Sanborn, 1938.
4 new words: happened, nibble, page, water.

"Little Goat," pages 66-71, *Day In and Day Out* (primer), Row, 1936.
4 new words: barnyard, cap(s), goat, started.

"A Good Breakfast," pages 86-92, same.
5 new words: breakfast, by, garden, gate, started.

DARK PONY, page 172

"Farm Friends," pages 131-138, *Day by Day* (primer), Allyn, 1939.
4 new words: cried, hungry, miss, shall.

THE BIG BROWN BASKET, page 178

"Nobody Knew Why," pages 51-62, *Read Another Story* (primer), Sanborn, 1939.
14 new words: always, bark(s), chair, clock, cock-a-doodle-doo, crow(s), knew, never, nobody, rock(s), rock-rock, tick(s), tick-tock, would.

THE MERRY-GO-ROUND, page 185

"A Ride," pages 10-16, *Rides and Slides* (pre-primer), Row, 1936.
2 new words: Alice, Jerry.

"Bob Wants to Ride," pages 19-24, *Mac and Muff* (pre-primer), Winston, 1940.
1 new word: Bob.

ADDITIONAL STORIES TO BE READ WITH THE UNIT

"Boy and the Goat," pages 63-70, *Read Another Story* (primer), Sanborn, 1939.
8 new words: bee, buzz, cry, goat, grass, woods, would, by.

"Teddy Bear," pages 122-127, *To School and Home Again* (primer), Univ. Pub., 1940.

11 new words: Bear, best, dress, gave, hat(s), liked, monkey, shoe(s), stamp, Teddy, tell.

"The Sleeping Apple," pages 27-32, *Read Another Story* (primer), Sanborn, 1939.
4 new words: grass, sleeping, sun, would.

"The House Where Nobody Lived," pages 9-16, same.
5 new words: around, by, lived, nobody, window(s).

"The Story of the Little White House," pages 132-151, *Jim and Judy* (primer), Macmillan, 1939.

7 new words: been, cried, cry, right, roof, tell, woods.

"The Man, the Boy, and the Donkey," pages 81-91, *Read Another Story* (primer), Sanborn, 1939.

13 new words: always, bridge, by, donkey, farmer, gave, goat, got, indeed, riding, silly, walking, water.

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Work-Book, page 14.

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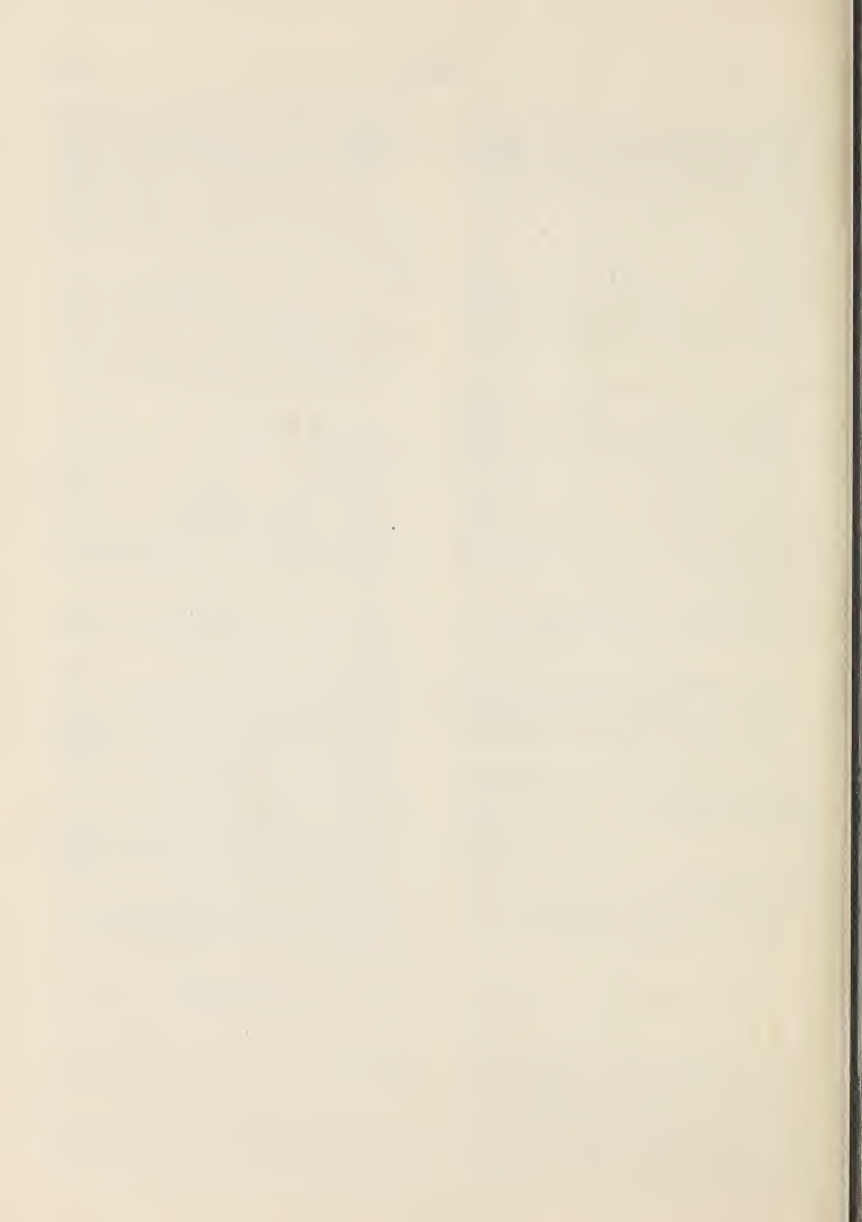
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Poems

Poems recommended for use in the First Grade Program

AUTUMN FIRES

In the other gardens
And all up the vale,
From the autumn bonfires
See the smoke trail!

Pleasant summer over
And all the summer flowers,
The red fire blazes,
The gray smoke towers.

Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall!

—ROBERT LOUIS STEVENSON

DOWN! DOWN!

Down! Down!
Yellow and brown,
The leaves are falling,
Over the town.

—ELEANOR FARJEON

MY PUPPY

My puppy is soft and furry and round.
He catches a bone and digs in the ground:
He's taken my shoe and is running away:
I 'spose I'll go hopping like this all day.

A TOAD'S WAY

I met a little woman
Who was going up a hill,
And when she wasn't hopping
She sat extremely still.

She hadn't any neck at all,
She hadn't any chin,
She opened wide her great big mouth
And snapped a young fly in.

She seemed to be good-natured
And friendly as could be,
For while she swallowed down the fly
She winked her eye at me.

—ELIZABETH COATSWORTH

DRINKING FOUNTAIN

When I climb up
To get a drink,
It doesn't work
The way you'd think.

I turn it up.
The water goes
And hits me right
Upon the nose.

I turn it down
To make it small
And don't get any
Drink at all.

—MARCHETTE CHUTE

THE LOOKING-GLASS PUSSY

Back behind the mirror is another pussy-cat
With bows and whiskers just like mine, and just as gray and fat.

She peeps around and looks at me when I peep in at her,
And looks as pleased as possible each time she hears me purr.

She pats her paws against the glass when I pat mine there too;
But she won't come and play with me, no matter how I mew!

One day I thought I'd catch her when I didn't see her there;
(She couldn't see me either—I was down behind a chair!)

I crept behind the furniture and slid along the wall
And ran behind the mirror—and she wasn't there at all!

But when I bounced around the frame as sudden as could be
That tricky little cat was there a-looking out at me!

—MARGARET WIDDEMER

RAIN

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

—ROBERT LOUIS STEVENSON

Measure my arms,
Measure my nose,
Measure myself
Way down to my toes.

—AUTHOR UNKNOWN

HIDING

I'm hiding, I'm hiding,
And no one knows where;
For all they can see is my
Toes and my hair.

And I just heard my father
Say to my mother—
“But, darling, he must be
Somewhere or other;

Have you looked in the inkwell?”
And Mother said, “Where?”
“In the inkwell?” said Father. But
I was not there.

Then “Wait!” cried my mother—
“I think that I see
Him under the carpet.” But
It was not me.

“Inside the mirror’s
A pretty good place,”
Said Father and looked, but saw
Only his face.

“We’ve hunted,” sighed Mother,
“As hard as we could
And I am so afraid that we’ve
Lost him for good.”

Then I laughed out aloud
And I wiggled my toes
And Father said—“Look, dear,
I wonder if those

Toes could be Benny's?
There are ten of them, see?"
And they were so surprised to find
Out it was me!

—DOROTHY ALDIS

BOUNCING BALL

I toss my ball, my bouncing ball,
I toss it over the garden wall.
What a bouncing ball, my ball must be!
Here it comes bouncing back to me.

—H. S. BENNETT

BUILDING MACHINERY

They're building a building.

The shovel snorts
And churrs,
And shoves
Its biting dipper
Into the earth.

It digs up ground
For the basement.

The mixer
Turns and churns
And grinds around
It pours out concrete
For foundations.

Cranes lift huge bars
And elevators
Run up and down.
And trucks come
Rumbling along.

They're building a building.

—DOROTHY BARUCH

THE SWING

How do you like to go up in a swing
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!

—ROBERT LOUIS STEVENSON

FERRY ME ACROSS THE WATER

“Ferry me across the water,
Do, boatman, do.”
“If you’ve a penny in your purse
I’ll ferry you.”

“I have a penny in my purse,
And my eyes are blue;
So ferry me across the water,
Do, boatman, do!”

“Step into my ferry-boat,
Be they black or blue,
And for the penny in your purse
I’ll ferry you.”

—CHRISTINA G. ROSSETTI

KEEPING PACE

My daddy is big, my daddy is strong
And his steps like this—are large and long;
My mother's a lady, so dainty and nice,
When daddy steps once, my mother steps twice.
I hold both their hands and skip to keep pace;
I play I'm a pony running a race.

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WHICH?

When I am in the country
I like the trees and grass,
I like the cows and horses,
I count them as I pass.

When I am in the city
I like the city streets,
I like the trucks and taxis
Passing by in fleets.

"The city or the country?"
I sometimes say to mother,
"I cannot say which one I like
Better than the other."

—JAMES S. TIPPETT

From *I Live in a City* by James Tippet, Copyright 1927, by Harper and Brothers.

ON THE GRASSY BANKS

On the grassy banks
Lambkins at their pranks;
Woolly sister, woolly brothers,
Jumping off their feet,
While their woolly mothers
Watch by them and bleat.

—CHRISTINA G. ROSSETTI

I HAD A LITTLE DOGGY

I had a little Doggy that used to sit and beg;
But Doggy tumbled down the stairs and broke his little leg.
Oh! Doggy, I will nurse you, and try to make you well,
And you shall have a collar with a little silver bell.

Ah! Doggy, don't you think that you should very faithful be,
For having such a loving friend to comfort you as me?
And when your leg is better, and you can run and play,
We'll have a scamper in the fields and see them making hay.

But, Doggy, you must promise (and mind your word you keep)
Not once to tease the little lambs, or run among the sheep;
And then the little chicks that play upon the grass,
You must not even wag your tail to scare them as you pass.

—AUTHOR UNKNOWN

Wouldn't it be funny—
Wouldn't it now—
If the dog said, "Moo-oo"
And the cow said, "Bow-wow?"
If the cat sang and whistled,
And the bird said, "Mia-ow?"
Wouldn't it be funny—
Wouldn't it now?

—AUTHOR UNKNOWN

MIX A PANCAKE

Mix a pancake,
Stir a pancake,
Pop it in the pan;
Fry the pancake,
Toss the pancake,
Catch it if you can.

—CHRISTINA G. ROSSETTI

THE LAMB

Little Lamb, who made thee?
Dost thou know who made thee?
Gave thee life, and bade thee feed
By the stream and o'er the mead;
Gave thee clothing of delight,
Softest clothing, woolly, bright;
Gave thee such a tender voice,
Making all the vales rejoice?
Little Lamb, who made thee?
Dost thou know who made thee?

Little Lamb, I'll tell thee;
Little Lamb, I'll tell thee:
He is called by thy name,
For He calls Himself a Lamb.
He is meek, and He is mild,
He became a little child.
I a child, and thou a lamb,
We are called by His name.
Little Lamb, God bless thee!
Little Lamb, God bless thee!

—WILLIAM BLAKE

A RABBIT

A rabbit works its ears, and tries
To watch you with its rabbit eyes;
Its saucy tail it flounces,
And when it hits the ground, it bounces.

—MARY CAROLYN DAVIES

SAFETY FIRST

"Look to the left,
Look to the right,
Is there a cart
Or a motor in sight?"
"Yes, I can see
A cart and a car."
"Then we had better
All stay where we are."

—AUTHOR UNKNOWN

THE GREEN BUS

Wait a minute,
Green bus!
Slow down!
Stop!

I will climb your
winding stair
And ride
On top.

Along
The busy river,
Down
The Avenue,

Any day
I like to take
A trip
With you.

—JAMES S. TIPPETT

THE GINGERBREAD MAN

Humpty Dumpty Dickery Dan,
Sing heigh! sing ho! for the Gingerbread Man
With his form so neat,
And his smile so sweet,
And his gingerbread shoes on his gingerbread feet.

His eyes are two currants, so round and so black
He's baked in a pan lying flat on his back.
He comes from the oven so glossy and brown
The finest gingerbread man in town.

—EVA ROWLAND

THE ELF AND THE DORMOUSE

Under a toadstool crept a wee Elf,
Out of the rain to shelter himself.

Under the toadstool, sound asleep,
Sat a big Dormouse all in a heap.

Trembled the wee Elf, frightened, and yet
Fearing to fly away lest he get wet.

To the next shelter—maybe a mile!
Sudden the wee Elf smiled a wee smile.

Tugged till the toadstool toppled in two.
Holding it over him, gaily he flew.

Soon he was safe home, dry as could be.
Soon woke the Dormouse—"Good gracious me!

Where is my toadstool?" loud he lamented.
—And that's how umbrellas first were invented.

—OLIVER HERFORD

WHAT ROBIN TOLD

How do robins build their nests?
Robin Redbreast told me—
First a wisp of yellow hay
In a pretty round they lay;
Then some shreds of downy floss,
Feathers, too, and bits of moss,
Woven with a sweet, sweet song,
This way, that way, and across;
THAT'S what Robin told me.

Where do robins hide their nests?
Robin Redbreast told me—
Up among the leaves so deep,
Where the sunbeams rarely creep,
Long before the winds are cold,
Long before the leaves are gold,
Bright-eyed stars will peep and see
Baby robins—one, two, three;
THAT'S what Robin told me.

—GEORGE COOPER

MISS DAFFODIL

A little yellow cup,
A little yellow frill,
A little yellow star,
And that's a daffodil.

—AUTHOR UNKNOWN

TO ONE CHOOSING A KITTEN

A black-nosed kitten will slumber all the day;
A white-nosed kitten is ever glad to play;
A yellow-nosed kitten will answer to your call;
And a gray-nosed kitten I like best of all.

—AUTHOR UNKNOWN

THE NORTH WIND

The north wind doth blow
And we shall have snow,
And what will the robin do then,
Poor thing!

He will sit in the barn
And keep himself warm
And tuck his head under his wing.
Poor thing!

—MOTHER GOOSE

ONCE THERE WAS A SNOWMAN

Once there was a snowman
Who stood outside the door.
He wished that he could come inside
And run about the floor.
He wished that he could warm himself
Beside the fire, so red.
He wished that he could climb
Upon the big white bed.

So he called to the North Wind
“Come and help me, pray,
For I’m completely frozen
Standing here all day.”
So the North Wind came along
And blew him in the door
And now there’s nothing left of him
But a puddle on the floor!

—AUTHOR UNKNOWN

THE LOST DOLL

I once had a sweet little doll, dears,
The prettiest doll in the world;
Her cheeks were so red and so white, dears,
And her hair was so charmingly curled.
But I lost my poor little doll, dears,
As I played on the heath one day;
And I cried for her more than a week, dears,
But I never could find where she lay.

I found my poor little doll, dears,
As I played on the heath one day;
Folks say she is terribly changed, dears,
For her paint is all washed away,
And her arms trodden off by the cows, dears,
And her hair not the least bit curled;
Yet for old time's sake, she is still, dears,
The prettiest doll in the world.

—CHARLES KINGSLEY

SWEET AND LOW

Sweet and low, sweet and low,
Wind of the western sea!
Low, low, breathe and blow,
Wind of the western sea!
Over the rolling waters go,
Come from the dying moon, and blow,
Blow him again to me;
While my little one, while my pretty one sleeps.

Sleep and rest, sleep and rest,
Father will come to thee soon;
Rest, rest, on mother's breast,
Father will come to thee soon;

Father will come to his babe in the nest,
Silver sails all out of the west
Under the silver moon:
Sleep, my little one, sleep, my pretty one, sleep.

—ALFRED TENNYSON

THE BIG RED HORSE

- ALL: The big red horse on
 the merry-go-round
Stopped for a minute to let
 someone down.
- SOLO HIGH: The big red horse was up in the air,
But I climbed and climbed till I got up there.
- SOLO LOW: The music began: the man pulled
 the lever,
And around we went faster
 than ever.
- ALL: Around and around,
All up and down,
The big red horse on the
 merry-go-round
- SOLO LOW: Took me riding,
- SOLO HIGH: Took me gliding,
Took me sliding up,
- SOLO LOW: Took me sliding down.
- ALL: Around and 'round
And up and down
Went the big red horse
On the merry-go-round.

HELEN K. EVANS

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